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ABSTRACT

The report on child care services at M.I.T. explores the following areas: (1) Planning Issues: Why Should M.I.T. Be Involved in Child Care?--educational concerns, services, benefits and costs, priorities, resource allocation; (2) Background for Planning: Current Institute Child Care Programs--a concise history, M.I.T. summer day camp, the Technology Nursery School, Inc., KLH Child Development Center contractual program with M.I.T., pediatric clinic, family day care, number of people involved in M.I.T. child care work; (3) Planning Considerations: Present and Potential Need; (4) Planning Criteria for Child Care Programs--concerns and goals of a child care service, overview--program characteristics, types of programs; (5) Planning Proposals--administrative structure, a day care center, a formalized family day care program, cooperative child care programs and playgroups, summary of estimated costs to the Institute for proposed programs; and (6) Epilogue: Questions for the Future. Nine appendices present: (1) Institute benefits and services, a brief compilation; (2) summary of Federal subsidies for child care; (3) national notice of M.I.T. child care programs; (4) schedule of day care week; (5) people involved in child care at M.I.T.; (6) location and transportation determinants; (7) child care equipment and toys effective for skill development; (8) administrative duties for M.I.T. child care programs; and (9) an M.I.T. nursery and day care program alternative. The final proposal describes costs and/or other administrative matters for all the child care programs involved. (For related document, see PS 006 328.) (KM)

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CHILD CARE IS EVERYBODY'S BABY: A COMPREHENSIVE REPORT
OF CHILD CARE SERVICES, PAST, PRESENT, AND FUTURE AT M.I.T.

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Marilyn S. Swartz
Community Planner

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INTRODUCTION

This report is the last in a series of Planning Office documents which describe needs and evaluate programs for pre-school child care services at the Institute. This office has studied many different kinds of child care services to fulfill different types of needs, such as: full-day educative group care in centers; part-time educative nursery schools; unpaid exchanges among parents, called playgroups; cooperative group care which enlists parent volunteers; infant care centers; before and after school care; and family day care programs, where parents are trained to care for children in their homes. For pre-schoolers, M.I.T. now offers an informal family day care program, a nursery school, and fifteen places subsidized by M.I.T. for Institute employees at a nearby private day care center. In addition, a pediatric clinic is coordinated by the M.I.T. Medical Department, and an Institute summer day camp program serves school-age youngsters.

The Planning Office began this particular phase of planning for pre-school child care and development three years ago. We were aware of pressures on an increasing number of single parent and young families where both spouses wanted or had to work. We also saw that employment opportunities for women were expanding. According to Department of Labor statistics, the national rate of working mothers with children under six years has been steadily rising from 14% in 1950 and 20% in 1960 to 32% in 1970. Today

there are over two million pre-school children in the United States whose parents both work, yet child care programs are available for less than 200,000 of them. In addition, 7,000 pre-school children are left alone in their homes during working hours. Looking at the Cambridge situation, we learned that there are 9,000 pre-school aged children living in the city. Both parents of 1,170 of them work, but there are only 250 places in licensed pre-school full-day care centers for these children. The rest are either cared for by babysitters, relatives, older siblings, or they are left alone.

Because of the paucity of full day child care spaces to serve either the Cambridge or Institute community, M.I.T. has studied ways to increase the stock of good child care programs, not only to serve the Institute community, but to lift a burden from the few available child care programs in the area.

At M.I.T. there are many young children who potentially could be served, but the number who actually would use child care services is not overwhelming. That small number, however, is in desperate need of services, either for monetary, psychological, or professional reasons. In trying to find answers for these people, this report will sum up earlier reports and proposals and will deal with the following issues:

- reasons why an educational institution should be involved in child care;
- historical and current child care work and services at M.I.T.;
- the scale of actual and potential need at M.I.T.;
- criteria for planning programs to serve those needs;

- three working models for child care programs;
- a cohesive child care administrative structure; and
- estimated costs and funding sources.

This report should serve as a planning guide for Institutional decisions on care for the pre-school child. Included in this document are sections which should also serve as resource material to assist other groups and institutions in the beginning stages of child care planning.

Since pre-school children are only part of a concern for the family group at M.I.T., during the next five years the Planning Office will continue to look at other age groups within the Institute family and develop planning alternatives to help in judging Institute responsibilities.

SUMMARY

Introduction

In this report, the last in a series of Planning Office child care documents, we have determined a strong need for child care services at the Institute. To fulfill that need, we recommend that the Institute retain four of its current programs -- Summer Day Camp, Technology Nursery School (TNS), the Pediatric Clinic, and Family Day Care. In the fifth service at the KEM Child Development Center, the Institute has fulfilled its commitment to aid both M.I.T. employees and a Cambridge based facility by contracting with the Center for fifteen places filled by M.I.T. employee children subsidized by the Institute. Therefore, we recommend that M.I.T. now use its resources to expand and enhance on-campus services.

First, a Day Care Center serving approximately seventeen children should be established by the Institute. The Sloan Lounge, a space connected to the Nursery, is a most feasible place to easily renovate for seventeen children. The Center would service children from two and one-half to five years old for nine hours daily for fifty weeks.

Second, the M.I.T. Family Day Care Program, where parents who are trained care for children in their homes, should be formalized; so that it does not depend entirely on volunteers, donations, and the part-time services of personnel

already fully involved in other programs. Without a program that is budgeted for a Family Coordinator, toys and books, publicity and printing, the many graduate students with infants too young for group care at a nursery or day care center will be without necessary services.

Third, the Institute should begin to plan for cooperative and playgroup programs where parents participate with the help of only one or two professionals in supervising the activities of their children. Space and coordination will be needed, and flexible work and study arrangements must be made for parents who must spend at least one-half day weekly in such a program.

To coordinate these programs involving hundreds of people and thousands of dollars, we strongly recommend an administrative structure which consists of a Child Care Director, part-time Family Coordinator, initial money for educational and architectural consulting and continued liaison with the Planning, Personnel, and Student Financial Aid Offices. Each program should establish parent operating committees. An advisory group, representing all functions of the Institute relating to child care, should oversee these programs and suggest policies to the Child Care Director. By allocating Institute, public, and individual resources effectively, these proposals can be developed at reasonable cost to M.I.T.

Why Should M.I.T. Be Involved in Child Care?

In many ways the Institute is already involved in child care services: M.I.T. offers facilities to some programs and administrative support or funding to others. To help set a framework to make rational decisions on future child care commitments, we have set forth issues relating to:

1. The Educational concerns of the Institute

2. Services, benefits and costs
3. Priorities, and
4. Resource allocations.

We have shown that child care is an integral component of institutions of higher learning because students and faculty in certain fields, such as education, psychology, and linguistics, will have a more fulfilling educational experience if a child care program is available for volunteer work and study. Universities also have a worldwide responsibility to develop educative pre-school child care models within the excitement, knowledge, and freedom of their environments.

Child care services are an integral and top priority item to the Institute as an employer because parents of young children need child care in order to work, and the Federal Government suggests such services be offered to help in recruiting minorities and women in accordance with federal law calling for equal employment opportunities. Such services may also equalize the current M.I.T. service and benefits program for the total Institute population.

Universal child care services will not be possible without large government funding, but until that time, the Institute should make every effort to offer in-kind services to child care programs, such as space, maintenance, and health facilities. Parents should participate in programs to increase the much needed and expensive staff. Service organizations throughout the Institute should include child care on their agendas for donating tuition grants, for organizing fund-raising events, and for setting up toy and equipment drives.

Background

To aid the Institute in placing current child care activities into perspective so that M.I.T. can help guide

their growth and make rational decisions on future commitments, we have presented a brief history and evaluation of current Institute programs.

History:

It is not surprising that M.I.T. is one of the first institutions of higher learning to seriously consider full day care programs. In 1944, the Institute had recognized the needs of veterans returning with their families, and established a nursery school and pediatric clinic, operated in the Old Westgate until that temporary housing was demolished. In 1958 the M.I.T. Athletic Department began operating a Summer Day Camp for school-aged children which continues to grow in size and popularity. In 1963, the Office of the Dean for Student Affairs and the Planning Office helped organize another nursery school, presently serving ninety children. In 1970, based on a Planning Office proposal, the Institute used discretionary funds to subsidize fifteen children of needy employees at the nearby KLB Child Development Center in a pilot day care program. In 1971 another Pediatric Clinic was organized by the M.I.T. Medical Department. Also in that year, the Institute, through its Planning Office and a volunteer body called the Day Care Work Group, sponsored a week-long series of luncheon child care discussions and administered a survey which indicated an immediate need for a Family Day Care program, established that August.

The M.I.T. Planning Office has continued to review child care needs of the Institute and to maintain its child care associations in the area. This office works closely with the Cambridge Coalition for Child Care, the Governor's Advisory Committee on Child Care, the Massachusetts Department of Human Resources, and local, state and federal officials in stages of child care planning. The Institute has also donated monetary support to the Cambridge Day Care Association.

Current Programs:

Because of the Institute's pioneer work in child care, the Planning Office has taken a close look at existing programs to determine if they are continuing to fulfill expectations and meet current demands.

1. The M.I.T. Summer Day Camp is so successful that it realizes profits, and should consider allying itself more closely with other child care services to aid them.
2. Many of the young parents with children in the Technology Nursery School have special needs. These parents are unfamiliar with child rearing and unaccustomed to their new surroundings. Most of the families live in small apartments without enough room for running, and many children do not speak English. The supportive hardworking staff at the Nursery School allow children freedom and also offer security. At the same time, the teachers involve parents in a central organization where they can develop new friendships and a sense of belonging. The space allotted to meet these particular demands is tight. The School needs additional indoor space and more adequately planned outdoor space with new equipment.

The majority of salaries at the School are low, necessitated by the low fees that must be charged, so that student parents can afford them. Nonetheless, the Planning Office's child care questionnaire, described within this report, has shown that student families cannot afford even that tuition. Parents of the Nursery School children also volunteer part or whole days every week to administrative and teaching duties of the School in order to lessen costs, but some parents are unable to take time from work schedules to do so. This report will conclude with some solutions to these problems because the ability or inability of the Nursery School to meet student

needs ultimately defines that need.

3. M.I.T.'s original involvement in the KLH Child Development Center was established to help a Cambridge-based facility and to test models for such a partnership as well as to serve M.I.T. employee children. For those reasons, the Institute remained with the KLH Center through its recent financial, philosophical, and administrative difficulties: its original source of funding ceased, it changed from an industry-based to an industry, institutional, community, and public-based organization, and its director of four years left for a position elsewhere. The Center is now headed back to the excellence in child care for which it was known. According to Planning Office surveys of M.I.T. employees and their supervisors, during the first year in the program, children and parents were not greatly affected by the Center's problems. In fact, all employee parents, in 1970-71, agreed that the program provided an additional benefit for them to remain at M.I.T., and three-fourths of the parents felt their children were receiving a valuable experience. Half of the supervisors of the 1970-71 program believed employee attendance, promptness, morale and productivity had improved. None reported negative results. In addition, during the first two years, the Center augmented Institute efforts to recruit and retain women and members of minority and disadvantaged backgrounds.

Our continuing association with the Center on one hand is related to total Institute child care needs and goals: although many goals were reached in the last two years and the necessity for a partnership to support child care services tested, we did not serve the staff and faculty sector of our community, nor avail services to women with professional abilities. We could, however, fulfill these goals within M.I.T.

Another factor in our relationship with the Center is the effect of our ending the contract. We must be careful not

to dissolve the M.I.T. partnership so fast that the Center cannot exist. We recommend withdrawing within a time scale of at least two months so that the Center can formulate new partnerships. The Center may also find support from the public sector: broadened public welfare laws for funding child care; expanded IRS child care regulations which allow deductions for families earning beyond \$18,000; the 1972 Comprehensive Child Development Act; the large House and Senate majority which passed the Act last year before it was vetoed by President Nixon; the Cambridge Child Care Referendum calling for 24-hour, community-controlled child care; and the interest of the Cambridge City Council all bode well for increasing a public responsibility.

4. The Pediatric Clinic has been successfully subscribed to, and has added staff.

5. This year, the Family Day Care Program served twenty children, about average for the first year of operation of such programs. Most child care programs initially have small enrollments. Often when services are announced parents already have some type of child care arrangements, or they are afraid to be first clients. Forty families, however, are on the waiting list for the second year. The program operates on a low budget consisting of in-kind services. Parents negotiate fees amongst themselves, aided by program guidelines. The Planning and Student Financial Aid Offices and the Office of the Dean for Student Affairs have been supplying administrative costs for staffing and supplies, and the Women's Alumnae Fund, the Graduate Student Council, and the Technology Dames and Matrons have promised contributions up to \$3,000.

The program is beginning to fulfill the need for infant care, as well as that of pre-schoolers not ready for large group play who need a smaller family atmosphere. Also,

siblings may stay together. The program has given students away from home, especially international students, an opportunity to exchange information and find support through the monthly programming events for parents, as well as the frequent home visits by a Family Coordinator and volunteer "play people" who share skills with parents. The program has begun to help organize haphazard babysitting arrangements and to regulate arbitrary fees. However, some parents can still not afford the \$0.75 - \$1.00 which is charged by Family Day Care. Parents needing income. Some form of grant money is necessary. The program is now dependent on volunteer help with services given by different Institute departments. What happens when these offices must spend their resources and staff time on other programs formally supported by the Institute? What if no students with particular social work or publicity skills volunteer their time, as they did this year? The program will collapse. Clearly, Family Day Care must be formalized and funds must be made available for a Day Care Director and a Family Coordinator.

Seventy-six staff, faculty, employees, students and their spouses are currently involved in planning, coordinating, administering and advising on child care work. Of all these people, only four have been formally sanctioned to undertake child care work. The rest volunteer.

Without formalization and coordination, the present child care programs at M.I.T. will become confused and produce parental concern instead of needed care. We must organize the present energy and good will at M.I.T. already stated through personal commitments and valiant efforts.

Need

In order to formulate policy and programs by re-establishing priorities and equitably allocating resources, we must

determine the extent and intensity of need. The potential need for child care programs is dependent on the ages when children are able to participate. In Cambridge, two years, six months is the minimum age for a child's admission to group care in a center. Specially licensed centers, and nursery schools and also all family day care homes may service infants below that limit. After-school programs, usually coordinated in homes service six to twelve year olds, approximately.

There are 6,300 children of child care age at M.I.T.; 3,500 are of faculty and staff, 2,300 of employees and 500 of graduate students. Since past experience has shown that approximately 5% of a total child care aged population would use services, because of location, cost or value judgements, we would estimate that 315 children could potentially use on-campus services. About 78% of the total population is too young or too old for group care. Therefore, taking 78% of 315, we would assume that 148 children who are of incorrect age for day care centers or nursery schools could potentially take part in the M.I.T. Family Day Care Program. 125 children are already being served in the KLH-M.I.T., Family Day Care, and Technology Nursery School programs. This leaves 40-45 children of staff, faculty, employees, and students who could potentially use a center or school. Analysis of the child care questionnaire administered by the Planning Office defines that group further: six children actually need services forty hours weekly and 22 would use services part-time. By combining this latter group, we have a total actual need of seventeen places available forty hours per week which would serve the 28 children. In addition, the Personnel Office maintains a waiting list for the KLH-M.I.T. program, which presently consists of eleven children which brings that total number to 39 children who immediately need child care full- or part-time and will actually fill 32 full-time places.

Availability of Services:

It is necessary to find ways to serve these children because their families are presently locked into a system in which quality is not always available, service is at times unstable, and costs are often arbitrary. Most parents use babysitting services and are dissatisfied with them. Rates for professional programs are too high for many parents.

Economic, Psychological and Professional Need:

The need for services is indeed intense for those employee families where a single parent is the head of house, or where a salary is so low that monthly bills cannot be paid without a spouse working to add to income. Some student families are already suffering large personal debts up to \$10,000. Their debt is a result of small monthly expenditures -- from \$385 monthly to \$582 for families with two to five people. These expenditures include rent, food, medical insurance and supplies, automobile payments, upkeep, and insurance, telephone, child care, books, and miscellaneous necessities. Most student spouses would work if full-time educational child care were available.

Psychological stresses due to tight money situations, death, divorce, single parenthood, starved intellectual life and atrophying professional talents could permanently weaken the nuclear family working and studying at the Institute without relief through adequate child care that supports a child emotionally.

Criteria for Services:

Programs with subsidized fees should be developed to first serve those families earning below \$9,000. Choice for acceptance should be based on the needs of the child, and the

financial, psychological, and professional stresses on parents, as well.

Planning Criteria

To develop acceptable child care programs, we have analyzed the child care questionnaire and assessed local and state experiences and researched studies across the nation. In this way, we could outline criteria for planning proposals.

Goals:

General goals for child care services are to meet the physical and emotional needs of children, to aid them for future learning, and to free them to be themselves.

Parents in the M.I.T. child care questionnaire cited a healthy mix of specific goals and criteria that are necessary in a child care program for the child, the parent, and the total family unit: parents wanted children to learn to relate to each other in a service which would be close to home, available at all hours needed, and involving parents. They would not use an expensive service in an inconvenient location which offered only custodial care or had a staff which could not relate to children or parents.

Decision-Making:

Each child care service should set up a parent operating committee to work with a board of directors. Representatives of the operating committee and staff of the services should be voting members of the board, since parents and staffs have indicated a strong desire to be involved in policy forming and daily operations.

Administrative Staff:

Each service should hire the appropriate number of administrative staff, so that all proper functions may be carried out. A program of 75 or more children should employ both an administrative and an educational or family coordinator with sufficient support staff.

Teaching staff:

Teachers are one of the most important components of programs. Relevant training and experience for the staff is desirable, but not mandatory; sensitive and sincere teachers are most important. However, teachers must also have time to be themselves in relating to children. Few non-child care duties should be imposed on them. Reasonable vacations should be given and rest times during each day should be allotted.

Teachers and parents should work out various ways to relate to each other, whether it be parents aiding in classrooms or occasional meetings.

Facilities:

Facilities with appropriate space and type of rooms are important components of good teaching workability. Large playgrounds and creative equipment enhance children's development. No matter how large a space is or how many adults work in one program, adults respond better to each other and to children when a facility holds approximately 45 children at one time.

Scheduling Children:

M.I.T. parents require child care services from 8:00 a.m. to 6:00 p.m. and also during emergencies. They require a service two, three, and five days weekly. More than half

the parents answering the questionnaire needed 52-week care; more than one-third required 32-week care. Parents were concerned that all needy M.I.T. parents be served first in a program, but they would like their children to be in a service with other residents of the surrounding cities.

Location:

In terms of child care location, most people indicated a spot near their living quarters (Eastgate or Westgate), and, as an alternative, a central location such as the Student Center area.

70% of the student parents live near enough to campus to easily bring their children and others' to an on-campus service. Employees, however, do not. Thus some transportation difficulties will arise.

Costs:

Costs for full-day child care may run up to \$2500 per child per year in the Northeast, of which 75% is for staffing. Most parents feel they can afford \$.50 hourly for this child care (\$1000 per year), although some can afford nothing and some \$2.50 hourly. Most services in the Boston area have a sliding fee scale.

The majority of questionnaire respondents (60% of whom were students) needed services of a full day care educational center. The next highest need was for family day care homes for infants, toddlers, and school-aged children. Nursery school was third, playgroups fourth, and cooperative day care fifth.

Proposed Programs - Recommendations

Based on the material within this report which has been

briefly summarized above, we have made the following recommendations more fully described in Chapter Seven:

Decision-Making:

1. Parent Operating Committees should be established for all appropriate child care programs.
2. An advisory group, formal or otherwise, should aid the Child Care Director in policy decisions. Members should include representatives of Parent Operating Committees and staff of M.I.T. Child Care Programs, as well as representatives of all sectors of the Institute Community which can offer expertise in financial matters, physical planning, administrative procedures, educational development and health matters.

Administrative Structure:

3. The Institute should appoint a Child Care Director with appropriate support staff to coordinate M.I.T. child care programs.
 - a. The Director should be given clear lines of authority so she/he can quickly and successfully carry through each new aspect of the program. The Director should be placed in the Personnel office where new employees and student spouses seeking work will have easy access.
 - b. The Child Care Director should assume the administrative duties of the Day Care Program, the Family Day Care Program, and the contractual programs.
4. The Institute should appoint a Family Coordinator to work part-time in matching the sixty children of the Family Day Care Program.

5. Appropriate support staff should be made available to the Director and Coordinator for secretarial and administrative work, and also educational and architectural planning and development.
6. The Planning Office should continue new child care program development.
7. A member of the Personnel Office should remain as a child care liaison for employees and should help in determining fees and working with supervisors.
8. A member of the Student Financial Aid Office should remain as a child care liaison for students and should aid in awarding parent grants and in developing adult enrichment programs.

Current Child Care Programs:

9. The Institute should ally the M.I.T. Summer Day Camp more closely to other children's services and activities at M.I.T.
 - a. Camp profits might be used to aid less profitable child care services.
10. The Institute should support playground renovations at Eastgate for the residents there, for the present Technology Nursery School and for the proposed Day Care Program.
 - a. An investigation of means to close off a special area for a Westgate playground for Technology Nursery School should be made.
 - b. Nursery School efforts to develop a Kindergarten should be aided and supported.

11. The Institute should continue its present commitment to the KLH Child Development Center until M.I.T. is able to place the employee children in an Institute program and also within a time span that allows the Center to form other partnerships.
 - a. The Institute should continue working with the public sector for future support of the KLH Center.
12. The excellent services of the Pediatric Clinic should be continued.

Proposed Child Care Programs:

13. The Institute should help establish a Day Care Program.
 - a. Parents should be involved in this program by working with teachers in the classrooms, taking part in decision-making and planning educational and social activities.
 - b. The Child Care Director will oversee administration, and the Head Teacher, curriculum and training.
 - c. Work-study students should be hired as staff to lessen costs.
 - d. The child/adult ratio should be at least 7 1/2 : 1.
(This ratio will lessen when volunteers are included.)
 - e. The Institute should renovate the Sloan Lounge opposite the Eastgate Nursery School at a cost of \$3,000.
 - f. M.I.T. should absorb rent, utilities and maintenance costs for the Day Care Program.
 - g. The Institute should also make a gift of the initial large furniture and equipment needs which would cost \$2500.

- h. The Day Care Program should offer flexible hourly, daily, and weekly schedules.
 - i. Children should bring lunches; but milk, juice, hot soup, and snacks should be provided.
 - j. We recommend criteria for the selection of children based on:
 - readiness of the child
 - availability of other arrangements which might better suit a given child or family
 - financial need
 - psychological need
 - professional need
 - others in the M.I.T. community
 - the Cambridge and Boston communities based on the above
 - k. A sliding fee scale from \$5 to \$40 should be used, based on parent income.
14. In order for the Family Day Care Program to continue, permanent staff is necessary. Therefore:
- a. The Child Care Director should oversee the total program aided by the skills of a Family Coordinator and secretarial, educational and architectural support services.
 - b. The Family Coordinator must be appointed to work directly with families to match children in homes, to assure their comfortable association, and to solve problems under the auspices of the Social Work Department.
 - c. Permanent arrangements should be made for a room which can be equipped semi-weekly with large toys, and

where parents might come together to exchange play methods or hold organizational meetings.

- d. \$220 must be apportioned for food services and \$600 for publicity and information.
 - e. Funds for transportation should be investigated.
 - f. Methods for raising money for child care grants to parents should be investigated.
 - g. Ways to insure homes and parents against liability without great cost to parents must be considered.
15. The Institute should plan, allot, and equip space in any new housing developments for possible changeover to child care cooperative programs and playgroups without large renovation costs.
16. The Institute should search in existing buildings for underused spaces that may be converted to future child care areas.
17. The Child Care Director should encourage and aid parents in creating informal care groups.

Operations:

18. The Personnel Office should investigate ways to offer benefits to staff working in child care programs.
- a. The Personnel Office should study alternatives for allowing working parents to participate three half-days monthly in the Day Care Program.
19. The Planning Office and Child Care Director should study

means of providing transportation to parents wishing to use child care services; and also to find alternative means to serve parents in outlying areas.

- a. The Planning Office and Child Care Director should assess emergency child care needs and systems.

20. The Planning Office should investigate the totality of family needs at M.I.T. to assess which should and can be adequately served by an educational institution.

Summary of Costs

Costs to the Institute for these programs are both in-kind and cash, capital and operational. In-kind needs for the Day Care Center Program would be space maintenance and utilities which are worth \$2575; the present cost for upkeep of the Sloan Lounge and a portion of the playground. In addition, there is the partial work time of staff in the Planning, Personnel and Student Financial Aid Offices, as well as consulting time of the Social Work Service and Medical Department. Costs for these latter in-kind services are difficult to estimate, since the work load will change significantly when a child care director is hired.

Capital costs to the Institute would be \$3000 for renovation of the Sloan Lounge and \$3000 for large equipment needs for both the Day Care Center and Family Day Care Program. Of the annual operating expenses Family Day Care Parents would negotiate and pay fees, as well as exchange most toys and supplies amongst themselves; and day care center parents would pay \$25,256 in tuition for teaching staff, educational materials and food.

The remaining cost to the Institute would be \$35,767 which includes \$8,000 for financial aid to parents.

These programs would allow 50-100 infants and toddlers to participate part-time in Family Day Care and seventeen pre-schoolers to participate in full day group care in a center. In the Day Care Center Program, total costs per child would be \$2,179 as compared to a national average of \$2,492.

Epilogue

The Institute has been concerned with pre-school children, school-aged children during the summer only, and children of college age. Gaps in service to certain groups still remain and must be investigated, so that we can plan for those services which can legitimately be offered to the whole family unit at M.I.T. To answer questions before us, we must proceed with the same systematic and reasoned approach on which this Institute is based.

1. PLANNING ISSUES: WHY SHOULD M.I.T. BE INVOLVED IN
CHILD CARE?

In many ways, M.I.T. is already involved in child care services: the Institute offers facilities to some programs and administrative support or funding to others. However, important decisions must be made about continuing or expanding present services. In this chapter, we will set a framework to help in making rational decisions on future child care commitments. This framework is composed of four educational and administrative issues:

1. Educational Concerns

Are child care services an integral part of the educational developments to which any institution of higher learning is devoted?

2. Services, Benefits and Costs

Are the services already offered to the Institute community part of a pattern which includes child care services?

What are some of the considerations in evaluating costs and benefits of child care programs?

3. Priorities

What are some of the considerations in evaluating priorities of the total Institute benefit program?

4. Resource Allocations

What types of Institute resources can and should be allocated for child care services?

EDUCATIONAL CONCERNS

Pre-school child care programs may be considered an integral component to the goals of institutions devoted to higher education, if those programs supplement an educational institution's teaching responsibility to its students and faculty, and also enhance that institution's reputation as an important force alerting worldwide audiences to constantly changing educational ideas and newly tested theories.

Child Care and Curriculum

One of the strongest justifications for the inclusion of child care services in an upper level educational institution is forwarded by those universities with departments of education or child study. If parents and teachers are agreed that a mutually beneficial experience might ensue, students in these departments may be invited to practice teaching, observe classroom behavior, or develop curriculum which can be implemented and evaluated in child care programs.

While many such universities already support nursery schools, full day care or family day care provide early childhood education in a different context - longer days or more diverse schedules. Graduate students and undergraduates can study different class sizes, age distributions, and staffing patterns. M.I.T. does not have such departments per se, but some areas of study at the Institute could well benefit from the presence of many types of child care programs on campus. Undergraduates in the

Psychology Department now volunteer at the Wellesley College Child Study Center, Laboratory School for Psychology. In a letter to the M.I.T. Day Care Advisory Board last winter, a psychology professor stated that a number of graduate students who carry out research on language and cognitive development in infants and pre-school children would benefit greatly from an existing M.I.T. full-day care facility where "preliminary longitudinal studies and detailed observations of individual children" could be made. At present these psychology students must rely on mothers who are free to bring their children into the Psychology Department. According to the professor, students feel they could be more successful if the children were visited and tested in a familiar environment.

In another department, the Unified Science Study Program of the M.I.T. Education Research Center, there are approximately eight to ten students who are interested in different aspects of education. Last year, students observed and taught in pre-school classrooms, including the Tremont Methodist Church Day Care Center and the Headstart Program.

Educational Leadership

On a broader basis, universities have a special responsibility to develop educational child care models in anticipation of federal funding. Universities have the resources and freedom to study alternate methods of serving child care needs with their experts in architectural and equipment design, administrative management and budgeting and educational programming. Because universities are educational centers, their programs will be looked to as incorporating the best tested theories and most recent understanding of child development. With an increase in

franchise centers, many of which are uninterested in educational child care, universities have a special obligation to provide high standards.

Universities should continually improve their programs seeking to lower costs without reducing quality. However, only massive federal funding can make child care universally available in the United States. In anticipation, university investment in research, community involvement and staff and paraprofessional training can have a lasting impact on child care programs and children in the future.

SERVICES, BENEFITS, AND COSTS

One might still legitimately ask, "Why child care? We have so many educational concerns."

Services and Benefits

One of the answers to that question lies in determining whether child care services fit naturally into the general pattern of Institute services and benefits. Some of the services presently offered by the Institute for fees, at subsidized rates, or free of charge to various portions of the M.I.T. community and also at times to the larger Cambridge community are:

1. Housing
2. Health Services, including Environmental Safety, and Health Insurance
3. Other Insurance and Pension Plans
4. Athletic Facilities
5. Recreational and Cultural Facilities
6. Avocational and Cultural Events and Associations
7. Food and Bar Services

8. Banking Services
9. Educational Opportunities for Non-Students,
including reimbursement for courses taken by
faculty, staff and employees
10. Transportation Services
11. Parking Facilities
12. Religious Opportunities
13. Job Training
14. Police Protection.

These services are even broader than the above list would suggest. Appendix I offers examples.

It is difficult to abstract all the reasons why some services are offered rather than others, but we may legitimately assume that some services are traditional components of higher education, such as athletic, recreational, and cultural facilities. Some are traditional business practices, such as insurance and pension plans. Other services are required by law, such as environmental safety. Some ensure that the Institute is as representative in its services and benefits as similar institutions in competing for quality students, faculties, and personnel. Other services offered by M.I.T. seem to be an attempt by different offices and associations to meet current demands and pressing needs, such as job training, transportation, and parking. How does child care fit into this pattern? First, it is certainly a current demand and pressing need. Second, we cannot overlook the competitive advantage of child care programs in recruiting and hiring female faculty, students, and personnel, as well as minority workers and students. Third, although child care has neither been required by law, nor has it been a traditional business

nor educational component, it is now a service suggested in legal guidelines, and is becoming good business practice: at a time when the Equal Employment Opportunity Commission (EEOC) and the Office of Federal Contract Compliance (OFCC) are insisting that institutions of higher learning and large business employers hire an increasing number of women and minority groups, we must be prepared to offer those services which will induce such employment. In fact, federal guidelines suggest that "to improve recruitment and increase the flow of minority or female applicants [employers should] encourage child care, housing, and transportation programs appropriately designed to improve the employment opportunities of minorities and women."¹

Child care services, then, are an integral and necessary component of an employer's or institution's benefit program.

Costs and Benefits

Would child care services offer an additional benefit to parents, or merely equalize what is available?

Although most of M.I.T.'s services and benefits are ostensibly available to the total community, not everyone can use those services, even though an overhead of 16% of every employed person here is devoted to services and benefits. For example, included in that overhead are athletic facilities which most women do not use. Women are not even allowed into the sauna. Parents with small children are unable to partake of many of the Institute services, such as the inexpensive evening movies, plays and lectures. It is necessary to evaluate the costs of

¹Hodgson, J.D., Secretary of Labor, "Revised Order #4," Federal Register, 12-4-71, Washington, D.C.

Institute services and estimate the true population those services are reaching in order to determine an equitable service and benefits program. It may well be that child care services, along with insurance and medical, are one of the few benefits of which parents of small children partake. The total cost of benefits afforded to parents with young children may be of less cost than the total benefit program used by others able to partake of many more Institute services.

PRIORITIES

In judging priorities, we must see if individual reactions to demands for special services have overcome total planning. We must ask which service should come first, which deserves a larger section of the Institute budget. We must evaluate costs and benefits of all the Institute's services by asking not only what a fair program to all should be, but also such questions as: "Do child care programs cause pollution?", "Should reimbursements for some services, such as courses for non-students, be increased when others are not yet covered?", "Is the need for child care more or equally pressing as the need for a music library, free parking spaces, and catering services?", "Will the Institute lose superior students and faculty who can only attend an institution which provides adequate child care?"

Another factor in evaluating priorities is the importance the Institute places on social concerns. Since M.I.T. has already made strides towards working with the surrounding community in housing, transportation, health, education and recreation, the Institute should be interested in child care services on campus which can be another opportunity for sharing its special resources with the community.

Not only should community residents be able to use Institute child care facilities, but Institute personnel could advise neighboring centers on budgeting, designing of space, and the development of curriculum without fee. A center itself might provide opportunities for training paraprofessionals from the community.

RESOURCE ALLOCATIONS

Caring for children does not come cheaply. As we will explain in later chapters, the national average for costs per child per year for forty-hour-week care is approximately \$2,200. In the northeastern states, that figure rises. These total costs are due to the necessarily high adult/child ratio in quality education services, about 1:6. This means that six parents must share the cost of one adult teacher plus sharing with all parents of a particular service the operating expenses, rent, maintenance, office supplies, food stuffs and children's toys, as well as salaries of a director, social worker or nurse, secretary, cook, and accountant.

The cost of child care may be shared by the individuals needing care, the institution giving care, and the public sector. When space and maintenance are provided in an institution's existing facilities, about 13% of the costs are taken off parents' shoulders. When parents donate their time as teachers or administrative aides, or share the cooking or janitorial duties, about 10% of the total costs are saved for each person volunteering full time. If parents or students or people from an architecture department wished to help make large tumble and play toys, about \$1,000 could be saved from initial capital investments, and \$400 yearly could be saved in replacement

and maintenance costs in a program for twenty children. Universal child care services will not be possible without large scale government funding, but until that time, all involved must ask:

How much money can we afford to give?

How much can come from the parents or academic, administrative, or corporate sides of the university?

Where else can we go for funding, and how many personnel should be involved in that effort?

At this time, many foundations are not anxious to become involved in funding day care centers. Most foundations are concerned with setting up organizations, but do not want to remain the main source of funds.

Political forces are gathering on the local, state and federal levels, and comprehensive legislation has come before the Congress which would allocate monies for day care to families of all incomes. Pending and passed local, state and federal legislation is described in Appendix II.

Until federal funds are available, how do we meet the manifest need? Within the university are many resources which might stretch to help the initial programs: the Institute could provide space and maintenance in existing buildings and ensure that new buildings had spaces which could be used immediately or could be ultimately converted to child care uses.

Costs for renovating an unplanned area to meet child care licensing regulations are expensive as an afterthought.

Properly planned space should be allotted before a building is built even if child care services are not put to use in that space immediately after construction.

Supplies and furniture might be obtained on a wholesale basis with the help of the Purchasing Office; food needs might be tied into the general food services program at the Institute; the Accounting Office might aid in bookkeeping; the Student Financial Aid Office might administer loans and grants to student children.

Parents could volunteer their time in organizing a child care program, in setting curriculum, in deciding purchases, and in helping with all the many daily operations which greatly aid teachers and directors and help cut program costs.

EVALUATION AND RECOMMENDATIONS

To help make long-range decisions on future child care commitments, we should recognize that:

1. Child care is an integral component of institutions of higher learning because:
 - Students and faculty in certain fields such as education, psychology, and linguistics will have a more fulfilling educational experience if a child care program is available for volunteer work and study.
 - Universities have a worldwide responsibility to develop educative pre-school child care models within the excitement, knowledge, and freedom of their environments.

2. Child care is a necessary component to the Institute as an employer because:
 - Parents of young children need child care in order to work.
 - The EEOC and the OFCC suggest such services be offered to help in recruiting minorities and women in accordance with federal law calling for equal employment opportunities.
 - Such services may equalize the current M.I.T. service and benefits program for the total Institute population.
3. On-campus child care services offer another opportunity for the Institute to work creatively with the surrounding community.
4. Child care is expensive and requires the monetary, in-kind service and volunteer participation of all the different groups who may, in any way, be involved with people who have small children.

Therefore, we at the Institute should:

1. Compare the costs and benefits of services at the Institute.
2. Set carefully planned priorities.
3. Allocate resources accordingly.
4. Consider child care as an important component in all of the above.

2. BACKGROUND FOR PLANNING: CURRENT INSTITUTE CHILD CARE PROGRAMS

The history of child care programs at M.I.T. has shown great promise. Concern of the Institute for its children has been an example to industry and other educational institutions. We have been asked to share our materials and experience with universities, program directors and teachers, leaders of state-wide programs, and interested legislators at all levels of government, as well as the Office of Economic Opportunity. Programs here have been mentioned in child care news stories across the nation (Appendix III).

Because of this interest, it is worthwhile to critically evaluate current M.I.T. programs to ensure they continue to meet changing and increasing needs. We shall follow the outline below, where appropriate, and look at programs in terms of their:

1. History
2. Goals
3. Decision-making Procedures
4. Administrative Staffing
5. Teaching or Play Staff
6. Support Services
7. Facilities/Equipment
8. Operations
 - a. number of children
 - b. scheduling
 - c. meals
 - d. transportation

9. Costs and Fees
10. Strengths
11. Limitations

A CONCISE HISTORY

In the 1940's, a small cooperative nursery school and pediatric clinic stimulated by married student families in the old Westgate operated until this temporary housing was demolished. In 1963, the Office of the Dean for Student Affairs and the Planning Office helped organize another nursery school for 18 children, which was later expanded into special quarters in Eastgate to serve student and non-student children. Another pediatric clinic was organized by the M.I.T. Medical Department through its Associate Director, Dr. Samuel Clark. It opened in the M.I.T. infirmary late in 1970 for children of all members of the Institute community.

Meanwhile, since 1958 the M.I.T. Athletic Department had operated a summer day camp for school-aged children which operates to this day.

In the late 1960's, the M.I.T. Planning Office began to review the total child care-needs of the Institute. With the Personnel Office, it saw that increasing child care requests would be made to the Institute because of the rising number of mothers who were seeking employment. There was concern with the high turnover rate among female employees, interest in recruiting minority group men and women who are often single heads of households, and the belief that child care services would also benefit present employees.

In early 1970, the Planning Office surveyed the employee

group at M.I.T. and developed a pilot program to subsidize care for children of needy M.I.T. employees at the nearby KLH Child Development Center. The Institute allocated money from a special fund for community purposes to subsidize three-fourths of the tuition for 15 children of hourly, bi-weekly and exempt employees. This program has provided better understanding of the Institute's employee day care needs and the costs and benefits of such a program.

In April of 1971, the Planning Office and a volunteer group from the Institute community held a week-long series of afternoon discussions to explore the many types of child care and to learn the particular needs and desires of the M.I.T. community. A survey was made of the interested student, staff and faculty populations. The discussion as well as the survey reports indicated a demand for a family day care program, which was established in the late summer of 1971.

M.I.T. SUMMER DAY CAMP

History

The M.I.T. Summer Day Camp was organized by the Institute wrestling coach, Alex Sotieř, around 1958 as a response and service to the Institute community. Between sixty to seventy M.I.T. children and their friends, ages six to thirteen, attended during those first summer sessions.

Goals

Still responding to the needs of the Institute community, a prime objective of the camp's director, Athletic Department Instructor Peter Close, is to offer an entertaining summer for the many Institute children who have strong academically

oriented backgrounds. The emphasis is on athletics, especially swimming, but arts and crafts and drama are also part of the program.

Decision-making

Mr. Close, along with his supervisors, the Athletic Director and Assistant Director, makes all major decisions concerning camp operations. These decisions are based on a parent questionnaire which seeks information on special needs, fears, and desires of enrolled children.

Staff

Approximately sixteen head counselors who are at least seventeen years old lead activities and sports. They receive \$400 for eight weeks. Prerequisites for the position are extensive day camp experience or former junior counselorship at this camp. Eight junior counselors are at least sixteen and receive \$200. Most junior counselors are receiving their first job experience here. In addition, four pool counselors teach swimming and an instructor and assistant teach arts and crafts.

Support Services

For support services, the camp has one nurse on call at the Infirmary who is given a stipend of \$150 by the camp for attending to minor campers' injuries.

Facilities/Equipment

The camp makes use of Institute playing grounds, gym, pool, and sailing pavilion free of charge, although any yearly profit is deposited into the Athletic Department account. The camp has its headquarters in the Briggs Fieldhouse,

where one room is also used for arts and crafts. All equipment and its upkeep is paid for by funds received from tuition.

Operations

Approximately 164 children attend camp during each of the four two-week quarters, and come from areas such as Belmont, Newton, Arlington and Brookline. There are fourteen groups of approximately twelve children and two counselors during each quarter, allowing a ratio of 6:1. Each quarter maintains a particular emphasis: the first builds around a field day; the second, a swim show; the third, a carnival; and the fourth, a skit show. Each day is divided into five periods, two of which are for swimming, and the other three for group sports and crafts.

Children bring their own lunches, and milk is given by the camp.

Although transportation is not supplied, the director helps parents form car pools.

Fees

Tuition costs are \$60 per quarter or \$220 for the entire season, and the camp realizes profits.

Evaluation and Recommendation

The M.I.T. Summer Day Camp is an efficient, effective summer program. We recommend that the Institute consider:

1. Allaying the camp more closely to other children's services and activities;

2. Using extra day camp income to aid less profitable child care services, if appropriate.

THE TECHNOLOGY NURSERY SCHOOL, INC.

History

The present Technology Nursery School, Inc. opened in the spring of 1964 for children of residents in the newly completed Westgate Married Student Housing complex. The City of Cambridge granted a provisional license for the enrollment of six children per class in the very small room then available at Westgate. Classes alternated and eighteen children were enrolled under the direction of one mother trained as a teacher. The original parent operating committee worked on an informal cooperative basis, with the advice of Mrs. Francis Bitter, who at that time was part-time assistant to the Dean of Residence.

In the spring of 1965 the school's relationship with the Institute was clarified by establishing the Nursery as a non-profit independent corporation, with a board of trustees and a parent operating committee, three of whose members would sit ex-officio on the board. That summer, the school moved into its present quarters on the first floor of the Westgate Tower, previously occupied by the Pediatric Clinic. The size of each class was increased to 11 students, making a total enrollment of 33 children. A teacher was hired who taught there until August, 1971. The school was opened to families living outside Westgate and enrollment then consisted of a large percentage of children from student families, with a few from faculty and staff.

In the fall of 1967, the school expanded into two new classrooms in the newly built Eastgate Married Student

apartments, while retaining the facility in Westgate. This allowed an increased enrollment of 30 children and required two additional teachers. By 1971, the school was serving 90 children who attended on a part-time basis.

Overview

The Nursery School now serves a dual purpose. It provides educational and play experiences and an opportunity for children to relate to others of their own age. It also serves Institute parents by freeing them for duties other than child care and by creating a community through Nursery School programming.

The School is run by a parent operating committee, a board of trustees and a director. The Medical Department is available as a back-up service at its basic fee, and the School utilizes the social relations service of the Cambridge Guidance Center free of charge.

Three teachers, a teacher's aide, student teachers and parent volunteers assure a child-adult ratio of 5:1. Five groups of children, aged two and one half to four and one half share classrooms mornings and afternoons at Eastgate and mornings only at Westgate. Children bring their own lunches, although milk, juice and snacks are supplied by the School. Transportation is not provided.

The Nursery is run as a non-profit cooperative financed by tuition and occasional fund raising.

Decision-making

The operating committee, which consists of parents of children enrolled in the school, is responsible with the

teachers and director for day-to-day operations. The committee also plans parent meetings concerning children's health and development and family relations.

The board of trustees includes members of the Graduate School Office, the Medical Department, the Planning Office, the Housing Office, the Office of the Dean for Student Affairs, the Student Financial Aid Office, and faculty wives with special interest or experience in nursery school education. The function of the board is to provide continuity, to find available M.I.T. resources which can aid the school, to determine general financial policy, to approve grants to parents and to appoint qualified teachers and a director.

Staff

Each class of 15 at Westgate and Eastgate is led by a head teacher who has either a B.A. degree or extensive experience teaching pre-school children. Last year, morning groups were assisted by a student teacher from a nearby college and also a parent helper. The lunch group was supervised by an assistant teacher and parent helper. The one afternoon group of 15 was staffed by a head teacher, assistant teacher, and parent helper. A half-time director also taught two mornings a week. Next year, the director will be relieved of teaching responsibilities, since both the staffing pattern and number of children enrolled have increased so greatly since the inception of the school.

Facilities/Equipment

Two small rooms connected by a hallway serve one group of children in Westgate. The playground there is a large enclosed grassy area shared with the residents of that housing unit. Eastgate has two classrooms for fifteen

children each, and, in addition, has a pullman kitchen which doubles as an office, as well as a small room for parent-teacher conferences and teacher meetings that serves as a quiet room, sick room, and supply room as well. There is also a small enclosed playground, designed especially for the children in this married student apartment unit.

Eastgate and Westgate are well equipped with home-making units, indoor climbing apparatus, hollow blocks, small live animals, and also materials for crafts such as clay, paints, and crayons. Many of the materials are donated by parents or Institute offices and associations.

Operations

Presently, the school year runs from mid-September to the beginning of June. Vacations follow the M.I.T. academic calendar. In addition, there is a six week summer program for 30 children at Eastgate.

Within the space limitations, the program is flexible, to fulfill the needs of students and other parents who have irregular schedules. Groups of 15 children meet two, three, or five times a week for three hours a day in the mornings and afternoons. The children in each group are approximately the same age. Additionally, a two-hour lunch group is open to children of every age from the morning or afternoon classes. Some places are available for children to remain at the school all day. Last year, four children partook of full day services.

Eastgate offers a variety of schedule options depending on the age of the child and the days and hours in which the parent desires child care:

Age of Child

Days

nearly 3 to 3 1/2

Tuesday and Thursday

3 1/2 to 4

Monday, Wednesday, and Friday

4 to 4 1/2

Monday through Friday

The School is open from 9:00 a.m. to 5:00 p.m. Children may come from 9:00 a.m. to 12:00 p.m., may stay for the lunch session which runs from 12:00 p.m. to 2:00 p.m., and continue to the afternoon session, which runs from 2:00 p.m. to 5:00 p.m. Children of all ages may also come only at noon or at 2:00 p.m. and stay through the afternoon.

The summer program at Eastgate runs from 9:00 a.m. to 1:00 p.m., Monday through Friday, for children of all ages.

Westgate offers only morning sessions from 9:00 a.m. to 12:00 p.m.:

Age of Child

Days

nearly 3 to 3 3/4

Tuesday and Thursday

3 3/4 to 4 1/2

Monday, Wednesday, and Friday

Fees

In 1971-72, tuition was kept as low as possible for student families: \$.53 an hour for each child, which was nearly half that of other child care programs. Non-student families paid \$.75 per hour per child. A limited number of grants, based on need, were available. In 1972, all fees will be raised to \$.81 per hour, with an increase in grants given on the basis of need.

Evaluation: Strengths

Effect on Children and Parents:

The needs of children of M.I.T. families, especially student families, have a definite pattern which requires extra attention from nursery school teachers and directors. Students usually have one young child. With this first child, many parents are simply unfamiliar with child rearing. Since families are away from home, many of the parents feel isolated without their own extended families and old friends and, in turn, are not easily able to help their children adapt to a new way of living. They turn to the Nursery School to provide playmates for their children, many of whom do not speak English and are, therefore, not acceptable at other child care centers. The warm, supportive, hardworking staff at the Technology Nursery School makes the children feel comfortable and secure.

The Nursery also provides a focal point for parents who, by working with teachers in the classroom and with parents on programs, develop new friends and a sense of belonging, as well as competence in dealing with their own children and living situation.

Evaluation: Limitations

Inadequate Space:

The major Nursery School problem is lack of space. This is reflected in two limitations:

1. Constrained quarters for active children
2. Inability to serve all those needing care.

Although classroom space at Eastgate and Westgate is adequate according to state law, the quarters are too cramped for the very active children who attend the Nursery. Classroom footage per child at Eastgate and Westgate is only slightly above the minimum required by state law, thirty-five square feet per child. Thus, for fifteen children in each class at the Nursery School, each room should be 525 square feet. At Eastgate, the classrooms are 585 and 575 square feet. At Westgate one room is 400 square feet, and the other smaller room is 235 square feet and is shared by other families in the building. Most of the children of M.I.T. student families spend the rest of their days in small apartments where their activity and noise level are constrained. At the Nursery, these children need room to run and tumble. They also need a place that is quiet so that they can rest and listen to a story or music.

Additional classroom space would aid this situation as well as another difficulty: the necessity of limiting attendance to certain days for certain age groups because of lack of extra classroom space.

Because there are only two classrooms for 45 children at Eastgate and groups must share these rooms, not every child may attend school every day. The four year olds have been given priority to attend daily, because the older child needs five day week care in order to establish and maintain the intense relationships that are common and necessary to this age group. There are, however, three year olds who could benefit from a five day week program. For some three year olds, the discontinuity of a two or three day program prolongs the younger child's adjustment to the school situation for which he is ready. In September, 1970, several parents requested a five morning program for

younger children.

If three year olds could attend five mornings a week, they would then be able to remain for five full days, since the afternoon session is a "family group" open to all pre-school ages. Last winter, ten parents requested full-day care for three year olds. In order to offer a full day, five day a week program or a five day a week morning program for three year olds, an additional classroom is needed.

Inadequate Playgrounds:

Although Eastgate has access to a playground specially designed for the school, the playground is situated between crosswinds, and the equipment is deteriorating. The school is seeking funds for new equipment.

The Westgate school has no particular area for supervised play because space in Westgate was converted to a nursery and not originally planned for that purpose.

Thus, it is difficult to supervise the playground at the Westgate school. A teacher should be able to work with the children in her group, helping them to play together constructively. At Westgate she has to make the choice of either dealing with all seventy children on the playground, many of whom know her, or of playing and learning only with the fifteen children in her class that day, and, therefore, neglecting a child who will be in her class the next day, though not at the present time. Other mothers at Westgate, however, do not want the playground enclosed because they would not be able to watch their children from upstairs apartments, and they would also have to come down with their children to open the gate to any enclosure.

The feasibility of a special playground for the Westgate Nursery School should be investigated.

Selection of Children:

Student children constitute only 41% of a program which was originally established for students. Cost may be an important factor here. A Planning Office survey, detailed in Chapter 3, indicated that many students cannot afford even \$.53 per hour. Methods of increasing tuition for those who can afford it and lowering tuition for those who cannot by proportional distribution along income lines may ease the situation and will be considered in Chapter 5.

Recommendations

1. Investigate acquiring additional classroom space.
2. Support the Nursery School proposal for playground funding.
3. Investigate closing off a special area for the Westgate playground.
4. Consider methods of lowering tuition for all low-income groups and increasing student participation.

KLH CHILD DEVELOPMENT CENTER CONTRACTUAL PROGRAM WITH M.I.T.

History of the Center

The Center is conveniently located in a renovated refrigeration plant near M.I.T. at 38 Landsdowne Street, Cambridge. It has capacity to serve 70 children. The Center was conceived six years ago by the executives of the KLH Stereo

Component Production Industry to research the most effective means of offering industry-based child care. The Children's Bureau in the Department of Health, Education and Welfare awarded a grant to the Center for the major part of the operation and research costs which covered a period from July, 1967 to June 30, 1970. During that time the Center offered an educational, medical, nutritional and recreational environment considered one of the best in the country.

As the HEW grant was scheduled to expire, the board of the Center realized that philosophical and financial difficulties were ahead. Philosophically, the Center would be forced to abandon its commitment to serving industrial-based working parents because the lack of federal subsidy would put fees beyond their economic means. Financially, the Center would have difficulty finding enough parents who could support the operations of the Center by enrolling their children at an estimated \$40 per week per child. Therefore, the board agreed that contractual relationships with both large employers and the Welfare Department should be investigated, as well as relationships with individual parents.

In 1970, the KLH Stereo Music Systems contracted for eight places, the Massachusetts Institute of Technology subsidized fifteen places with funds from a discretionary grant, and the Welfare Department committed itself to 30 places. (In 1971 the Polaroid Corporation contracted for 10 places.) All these groups subsidized places for needy employees.

The basic philosophy of the Center changed, then, from an industry-based center to a community, institutional, and industry-based center. In the spring of 1971, the director of four years left the Center to accept a position elsewhere. Because of these drastic changes in its foundations,

the Center has suffered since the summer of 1971 in its administration, its consistency in good teaching, and its relationships with its constituency.

Nonetheless, the Center's contractual arrangements held fast. M.I.T.'s original involvement with the Center was based on helping a Cambridge-based facility and testing models for such partnerships, as well as serving M.I.T. employee children. Therefore, the Institute remained with KLH, and helped it through this difficult period by granting some in-kind services and selecting an M.I.T. representative for the Center's Board of Trustees. The Polaroid Corporation and the KLH Singer Foundation also responded with monetary grants, and the Center is trying to head back to the excellence in child care for which it is known. The experience has proven that a multiple-sponsored agency is essential for the strength of a child care service.

Evaluation of the Center

Educational Program:

Fortunately, the past administrative and financial problems of the Center did not strongly reflect upon the educational program until recently. During the first year of the contract, care at KLH was excellent.

An evaluative report of the Center, written in 1970 by Dr. Joseph R. Curran and Mr. John W. Jordan of Northeastern University, stated that the teaching staff of the Center was knowledgeable, confident, friendly, and well prepared for teaching each day. Teachers were warm with the children and knew when to set limits. In addition, their relationship with parents was sincere and marked by a friendly sharing of ideas.

The research team also evaluated the impact of the Center's educational program on the children, and concluded that the Center was conducive to children's intellectual and emotional development. The children scored high on pre-school inventory tests, and were also observed to relate exceptionally well with both peers and adults, regardless of gender or obvious ethnic differences.

As an additional dimension, the writers visited with public school teachers of two of the Center's "alumni". Teachers of both children indicated that the strongest asset each child brought to their schools was an ability to relate well both with children and adults.²

The new director of the Center left after one year, and many of the teachers did also. The Board of Directors is trying to revitalize the Center. For the first time, additional administrative support was budgeted for 1971-72, and a financial service has been hired for 1972-73, as well. This will free a new director to concentrate on staff training, curriculum development, and parent participation.

Space and Costs:

Without grant money, the Center will suffer from monetary difficulties. Unlike the Nursery School, the Center has enough space, but its structure is expensive to maintain and repair, and the layout is not ideal for teaching. Some classrooms will only hold fifteen children, necessitating an extremely low adult/child ratio of 1:3 1/2. (It is rare for all teachers to be in the classroom at the same time, due to the long twelve hour day and the

²Curran, Joseph R. and Jordan, John W., The KLH Experience, KLH Child Development Center, Inc., Cambridge, Mass., 1970, pp. 38-39.

necessary staggered shifts.)

Although the Center is a non-profit organization, it leases space and has to pay taxes to the city on it. These matters add up to the high weekly tuition cost of \$42.50 per child. This cost is prohibitive to many people, causing a present vacancy rate of seven. The Center is trying to alleviate its present difficulties through fund-raising, tax abatements, a search for new space, and increased child care contracts with Cambridge businesses and institutions. Those involved now realize that although the renovation of a large old structure may seem cheaper than building and even advantageous because of size and location, such a space may easily deteriorate, incurring large maintenance costs. Also, although renting a space may seem less expensive initially than buying, an organization must look very carefully into tax clauses. Taxes at KLH, for instance, have more than doubled in four years, from \$400 to over \$1,000 monthly.

Present Financial Situation:

One of the problems of child care programs is that in their dependence on volunteer help and their emphasis on children's needs, the already overextended administrative staff may not be able to handle finances as accurately as would be necessary. The financial situation at KLH has been in flux for the last nine months. For the last three months, a certified accountant has been working to establish a bookkeeping system for the KLH Center, and the treasurer of the Board of Directors has worked to trim costs and produce a budget which accurately reflects the Center's cash flows. Since January, income has been only slightly under expenditures. Past debts and present discrepancies will be paid through a fund-raising drive now underway, and the financial situation will become more secure.

During 1972-73 this financial security will be based on the number of child care contract. Beyond 1973, the

increasing responsibility for child care now being undertaken by public agencies is necessary to ensure the Center's financial security because receipts from tuition simply will not cover the monthly expenditures, nor emergency costs.

City Posture:

A Cambridge Coalition for Child Care is working to implement a referendum passed in November, 1971, which calls for 24-hour free child care. Although members of the Cambridge City Council have voiced support for the referendum, political and philosophical disagreements, both in the Council and in the Coalition, have slowed the process.

State Legislation:

In 1971 the State of Massachusetts broadened the definition of recipients who could be funded by the state for child care services beyond the traditional Welfare parent. This could eventually mean that the state would contract with the KLM Child Development Center for more places to serve the additional children who are eligible, except that Welfare funds have been cut.

Federal Legislation:

On the federal level, a comprehensive child care act, passed by a large majority in the House and Senate, was vetoed by the President. The Bill has been resubmitted by Senators Walter Mondale and Gaylord Nelson. In part, it would authorize money for planning and building centers to serve all income groups. According to the senators, the new bill will reflect their willingness "to resolve reasonable differences" and "to take into account the Administration's concerns." (See Appendix II for details.)

We do not know whether the 1972 Administration will veto the Bill as it did in 1971, but we do see that the large Senate and House vote for the Comprehensive Child Care Act has indicated a federal concern for child care beyond the Welfare community.

Indeed, recent Internal Revenue Service rulings indicate a greater understanding concerning child care costs. Parents earning up to \$18,000 may deduct up to \$400 monthly for child care costs. Beyond \$18,000, a gradually declining deduction is allowed. (See Appendix II for details.)

If the public sector can continue to move, even slowly, into positions of responsibility in regard to child care, the financial trials of the KLM Center could be alleviated.

History of M.I.T. Involvement

In 1969, the Planning and Personnel Offices studied the Institute employee group and found two major problems: a high turnover rate and relative difficulty in recruiting from minority groups. The Personnel Office, estimating the Institute's turnover to be about 25 percent overall, or 2,000 employees per year, found that in areas of large female employment, the turnover rate doubled. Within the 1,600 person bi-weekly office force, which was 86% female, there was a 50.1 percent turnover in the calendar year 1969.

In a Personnel Office survey of those approximately 700 terminating bi-weekly employees, over 12 percent left the Institute for "pregnancy" or "to stay at home". Of the employees who left "to stay at home" one could reasonably expect that the largest portion left to care for small children for whom child care services could no longer be

arranged. Nearly 90 employees left the Institute for reasons closely or potentially related to young children.

The Personnel staff reported that it was rare for pregnant women to return to work at the Institute, but believed that women who have worked at M.I.T. for two years or more could retain sufficient familiarity with their jobs to return to a productive mode quickly even after a three year absence. If expectant mothers knew that child care services would be available when their child reached a certain age, they could be encouraged to return for employment.

In the area of recruiting and holding disadvantaged persons, the Institute had had only limited success. All the manpower training programs at that time were for men. Plans, however, were underway to initiate similar training programs for women office workers. Those looking ahead to the problems and demands for a successful program saw the need for the availability of child care for female trainees' children.

The primary need for day care services, then, was among potential employees, since we assumed that a working woman with pre-school children had already made arrangements. The area of need that present employees represented, other than the previously mentioned "pregnancy" and "to stay at home" reasons for termination, was that of unsatisfactory present child care arrangements. That was hard to measure because a mother, not aware that educative group child care was an option, may have believed her arrangements were satisfactory because they allowed her to work.³

There was no accurate way to determine the need among potential employees until child care services were

³ Arterton, Janet, "Day Care Services for the M.I.T. Community," M.I.T. Planning Office, Cambridge, Mass., February 20, 1970.

advertised, thus attracting a mother who otherwise would not even come for an interview because she saw no possibility for care for her children.

For those reasons, the Planning Office relied on the experience of other employers in suggesting that day care represented a concrete need among certain sectors of the M.I.T. community, and pointed to a series of goals which might be fulfilled by an educational child care program:

1. ensure the physical and mental welfare of children;
2. provide additional benefits to present employees;
3. augment the Institute's efforts in recruiting and retaining women and disadvantaged people;
4. eliminate high and expensive employee turnover;
5. reduce absenteeism and tardiness;
6. increase productivity;
7. enable women with professional abilities to make greater contributions in their fields;
8. provide spouses in married student families with children opportunities for employment at M.I.T.

In February, 1971, the Planning Office submitted a proposal which suggested that M.I.T. contract for a small number of places with the KLH Child Development Center. When the Mellon Foundation granted money to the Institute for community purposes, M.I.T. earmarked \$20,000 to help support this ongoing Cambridge facility by agreeing to subsidize fifteen day care places.

The Planning Office immediately surveyed the non-staff employee group at M.I.T. for information on the size of each male and female employee's family, their children's age distribution, their desire for day care arrangements which would free a family member to work and their residential distribution. Using this as a basis to determine

need and ability to use a center, the staff contacted interested parents, and by June, 1971, the Institute made arrangements with the Center to enroll 15 children of M.I.T. employees for 50 weeks at \$37.50 per week. M.I.T. subsidized approximately three-fourths of the tuition, and parents paid the remainder. The maximum total amount per week paid by an employee was \$22, and the minimum was \$10. Both figures represented total payments for two children.

Overview of M.I.T. Involvement

Decision-making:

Two decision-making structures were established, one at M.I.T. and one at the Center.

To aid in planning and policy-making at M.I.T. for the contractual day care program, a 14 member advisory committee was formed. Serving on the committee were representatives from the offices of the Chairman of the Corporation, President and Provost, from the Planning Office, Personnel Office, and Opportunity Development Office, a social worker from the Medical Department, and the wives of the President and Provost of the Institute.

A sub-committee of this group worked with the Planning Office on implementation details of the KLH-M.I.T. program.

The ad hoc committee, known as the M.I.T. Day Care Advisory Board, continued to offer suggestions for improving the program, as well as advice on the general child care situation at M.I.T.

At the same time, the KLH Center worked to involve parents from its different constituencies on the Center's Board of Directors.

Three M.I.T. parents have served in this capacity, one as an officer of the board.

Administrative Coordination:

The Personnel Office, working with the Planning Office, undertook the daily coordination of the program: advertising, filling vacancies, maintaining the budget, deciding individual subsidies.

The Planning Office maintained an overview of the program to evaluate its potential in serving the M.I.T. community. The Social Work Service aided M.I.T. parents and children who had difficulties adjusting to group care.

Costs and Fees:

Tuition rose for the 1971-2 season from \$37.50 to \$42.50. In order to maintain subsidies at a rate parents could afford, the Institute was able to offer the service to only twelve children instead of fifteen. M.I.T. did, however, recruit three Welfare parents to work at M.I.T. whose child care costs would be paid by the Public Welfare Department. Thus, the Center is still serving fifteen children of M.I.T. employees. -

Evaluation of M.I.T. Involvement: Strengths

Effect of the Program on Children of M.I.T. Employees:

In a brief survey of the twelve employee parents and their supervisors in the 1970-71 program we learned that:

1. Seven parents believed their children were receiving a valuable experience, particularly in learning to relate to other children from racially

and socially diverse groups;

2. Two parents thought the Center was a good, if not excellent place of learning; and
3. Two parents voiced complaints which were relegated directly to the Center staff to work out with parents.

Of the ten children who did not use the service for the second year:

1. Seven children left to enter first grade in the fall;
2. One mother left work at M.I.T.;
3. One family moved from Cambridge.

In the second year of the program, 1972-73, one parent complained about the structure, and many worried about its financial insecurity. Parents of nine children asked for continued service. Three of the six children not remaining are going on to first grade, and one is leaving the country.

Effect on M.I.T. Employees:

The M.I.T. employee parents benefited from the service in some of the following ways, as noted in the 1971 Survey:

1. Domestic hardships were relieved for all, and most employees in the program achieved a higher standard of living;
2. Four low-income families paid less money for child care than previously;
3. Four employee spouses who formerly cared for

children at home were freed to work, thus adding to family income;

4. The three families who had to pay more money than previously for child care felt the expense was worthwhile because of the companionship of other children which had stabilizing effects on their children's personalities; and
5. All employees in the program agreed that it provided an additional benefit for them to remain at M.I.T.

Three families who did not complete the 1970-71 year with the school did so because of circumstances unrelated to the quality of the Center:

1. One woman gave birth to another child;
2. One family had requested summer care only;
3. One woman ceased working for the Institute.

Effect on Supervisors:

Of the twelve supervisors of parents in the 1970-71 program:

1. Six believed employee attendance and promptness had improved;
2. Six said that morale of their employees was greater and productivity higher; and
3. All felt the program had "tremendous beneficial results" and in no cases were there negative effects.

Effect on Institute Policy and Goals:

From the preceding evaluation we can see that the service fulfilled four goals set for the program:

1. It ensured the physical and mental welfare of the children;
2. It provided an additional benefit to present employees;
3. It reduced employee absenteeism and tardiness; and
4. It increased employee productivity.

After the first and second years of the Pilot Program, the Planning Office surveyed the parents using the WLH Center to see if the service had helped fulfill other goals relating to minorities and women. Table I indicates parent characteristics during the first two years of the program. Since many of the parents had more than one characteristic, the total number will be greater than fifteen.

The table shows that:

5. The program has augmented Institute efforts to recruit people who were women or were from minority and disadvantaged backgrounds.

In fact, M.I.T. supervisors have said they would be more likely to hire female applicants with children if they were assured there would be a day care center sufficient to handle incoming employee children.

In terms of retention of employees, the program again served the Institute well. The turnover among parents

TABLE I

EMPLOYEE CHARACTERISTICS OF 20 M.I.T. PARENTS
IN THE KLH-M.I.T. CONTRACTUAL DAY CARE PROGRAM

Characteristic	Number of Parents ¹		
	1970-71	1971-72	Total
Black	5	6	11
Spanish Speaking	0	0	0
Women	7	11	18
Single Parents	3	6	9
Working Poor ²	1	2	3
Welfare	0	3	3
Recruited Women	1	3	4

1. There are two kinds of overlap:

- a) four parents remained in the program for the second year, and
- b) most parents had more than one characteristic.

2. Defined according to suggested Department of Public Welfare guidelines.

in the program was eighteen percent, which is seven percent less than the total Institute turnover rate, and 32 percent less than the turnover rate in areas of large female employment. Table I indicates that the majority of parents using the KLH-M.I.T. program were women. Thus:

6. The program augmented Institute efforts to retain women, minorities and disadvantaged persons.

The Institute also learned a great deal about child care programs from this experience:

7. We believe that a contractual program is an important initiation for an institution wanting to become involved in child care.

An "expert" really cannot be hired to do the total job for an institution. An agency or a center and an institution working together on a "people" program face an amazing complex of situations peculiar to each person and institution. An institution or agency can hire advice and ideas as a beginning, but it must finally work its own way through each particular problem in child care.

8. We have also learned that child care programs undergo slow start-up times because parents must feel secure about a program before making commitments. Parents must also make other life arrangements before placing children in programs and going to work.

The first year of a program is used to spread the word and build confidence, the second year for problem-solving, and the third for testing new theories based on the results of the previous year in order that the continued program

run as smoothly and as effectively as possible.

9. We have learned that the child care need at M.I.T. is deeply necessary for some, coming from many parents in debt or single parents, but that need is not overwhelming in number.

In the first year of the KLH-M.I.T. program, we just filled the fifteen places; in the second, we had five employees on a waiting list. (Over the two program years, however, we had some 35 staff, students, and faculty on the list also.)

10. We now know that good child care is labor intensive and expensive, reflecting a national system of values which include educational and healthful care for children.
11. We have become familiar with the public agencies which will be prepared to undertake part of the expense of child care. Our experience in the KLH-M.I.T. program should help us become eligible for these funds, and we will be prepared to use them efficiently.

Effect on the KLH Center:

M.I.T.'s contractual relationship with the KLH Child Development Center led to a limited financial and enrollment stability without which the Center would have greatly suffered. The former director of the Center stated that the new mix of social and economic classes was fortuitous, rather than problematic. The tripartite relationship among government, industry and individuals, she believed, is the most appropriate direction for the future of child care in the United States.

Evaluation: Limitations

Effect on Institute Goals:

Because the program was only available to employees, the Institute did not fulfill two of its goals:

1. to provide spouses in married student families with children an opportunity for employment; and
2. to enable women with professional abilities to make greater contributions in their fields.

Recommendations

Based on the financial situation of the Center and the child care need at M.I.T. (which is more fully discussed in Chapter Three), the following is recommended:

1. The Institute should continue its present commitment to the KLH Center until the employee children can be placed in an Institute program.
2. The Institute should give the KLH Center sufficient forewarning, so that the Center can form other partnerships.
3. M.I.T. should continue working with the public sector for future support of the KLH Center and other child care programs.

PEDIATRIC CLINIC

History

The M.I.T. Pediatric Clinic was opened December 15, 1970, in the M.I.T. Infirmary on Memorial Drive, under the direction of

Dr. Samuel Clark, Associate Director of the M.I.T. Medical Department.

Originally the clinic's facilities were available solely to children of the M.I.T. student population, but during the first six months of operation the clinic was only used by 100 student families. Under-enrollment is a common problem to newly opened child care services. Often when such services are announced, parents have already made some type of arrangement for their children, and they may need from six months to one year to change. In addition parents often wish to learn about other people's experiences with a service, and are leary of being the first clients.

In 1971, the clinic was made available to children of students, staff, employees and faculty for well child care, immunizations, and sick child care. Word had reached parents through personnel contacts, mass mailings, and newspaper articles, and by 1972, demands on the clinic increased so that a full-time pediatrician joined the staff.

Goals

Its purpose is to offer excellent pediatric care to parents new to the area who have no pediatric contacts nor can afford the expense of a private pediatrician.

Staff and Support Services

The pediatrician and pediatric nurse-practitioner staff the clinic, and Dr. Clark oversees the organization.

After hours and weekends parents are referred to the Cambridge City Hospital, where fees are \$10.00 per child visit, plus separate charges for each laboratory test or medication. The Chief of Pediatrics at Cambridge Hospital serves as a back-up consultant.

Operations

The clinic is available weekdays from 8:30 a.m. to 5:00 p.m.

Fees

A fee for service is charged at \$10 for regularly scheduled visits with the pediatrician, and \$6.00 per visit for one child, \$10.00 per visit for two children, and \$3.00 for short follow-up visits with the nurse-practitioner. There is no extra charge for injections, immunizations, or simple laboratory work done in the clinic, but there are additional charges for X-rays and specialty clinics at the main Medical Department.

FAMILY DAY CARE

History: Day Care Week

An informal family day care program was developed in response to immediate needs expressed during Day Care Week at M.I.T. Throughout April 12-16, the Planning Office and the Day Care Work Group, composed of interested students, employees, faculty and staff, provided a week of child care noontime discussions in which approximately 100 people participated. Men and women representing nursery schools, day care centers, cooperative centers, child care planning agencies, and Boston area universities led work sessions in their particular area of child care knowledge. In addition, the M.I.T. Day Care Advisory Board; the Board of Trustees, the Operating Committee, and the staff of Technology Nursery School; and members of the Medical Department at M.I.T. were invited to participate and were represented on each day. (See Appendix IV for topics and speakers.)

The meetings served a dual purpose: to offer people at the Institute an opportunity to learn about the many types of child care, and to learn of the needs and wants of the M.I.T. community. To supplement this second purpose, surveys prepared by the Work Group and Planning Office were distributed to people at the meetings and to families in Institute married student housing units. During the week and in surveys, a strong need was demonstrated for infant care.

Overview

Since group care for infants is expensive and cumbersome, the Planning Office and the Day Care Work Group established

a home-based program, Family Day Care, which is especially suited to infant and after-school care.

The program has been set up so that parents can help make all major decisions. Administrative staff includes members of the Student Financial Aid and Planning Offices, a work-study student, and a volunteer member of the Technology Dames. Parents, called Family Day Care Parents, are the "teaching" staff caring for children of Working Parents in the Family Day Care Parents' homes. Family Day Care Parents receive training and advice from professionals in fields relating to child care; supportive services from the Medical Department and Social Work Service; and, in addition, supplementary toys, books and equipment.

Schedules, meals, transportation and fees are flexible and decided among parents.

Although the program serves mainly student families due to proximity to the Institute in which most students live, it is open to the entire M.I.T. community.

Decision-making

The Family Day Care program encourages parent involvement in order to reinforce the distinctly home-based quality of the program and to reflect parent needs. A parent operating committee has aided the Planning and Student Financial Aid offices in the work and policy decisions of the program. Parents chair the recruitment, orientation, program, and educational materials committees.

Staff

Administrative:

The Administrative Coordinator organizes the work of parents and their meetings, as well as that of the Family Day Care staff. She also maintains a file of all Family Day Care Parents, their references, and the ages of their children, along with their health records. The Coordinator also keeps a list of substitute Day Care Parents who attend orientation and discussion meetings to be called upon in case of illness or emergencies.

The Family Coordinator visits all Family Day Care Parents in their homes and helps them become licensed for safe care. She helps match children in Parents' homes, and works with parents adjusting to any uncomfortable situation. She aids international students on visa questions and language problems. With her help, parents decide together on hours, meals, transportation and fees. She helps the Administrative Coordinator with publicity and scheduling, setting up, and running meetings.

A planner in the Planning Office writes documents describing and evaluating the program, produces information for Family Day Care Parents, writes fund-raising proposals, and oversees the program.

Family Day Care Parents:

Day Care Parents attend orientation training sessions and monthly meetings where they become familiar with the program, meet other parents, and exchange advice and information among themselves and other professionals invited to meetings to speak on particular subjects.

Support Services

The M.I.T. Social Work Service, Pediatric Clinic, and Medical Department are assisting the program. Parents receive free physicals and may use the Pediatric Clinic at a basic fee for service. Other supportive services include a volunteer group which works with parents in their homes, on occasion, to provide special programs in crafts, music, science, or play. The program planner has developed a home play activity booklet and a program manual for parents.

The program has received support from Institute organizations and administrative offices. The Graduate Student Council donated \$1,000; the Technology Dames, \$300 (to be used for student grants); the Association of M.I.T. Alumnae, \$150; and the Dean for Student Affairs' Office, more than \$2000.

Facilities/Equipment

Parents' homes are licensed by the Massachusetts Department of Public Welfare which oversees all family day care programs in the state, and licensing is based on home safety, family health and parent concern.

According to state law, Day Care Parents may care for up to two unrelated pre-school children in their homes, in addition to any number of their own, or any reasonable number of related pre-school children and up to five school-age children for after school care.

The program planners also hope to provide toys and educational articles to be rotated among parents. The Technology

Matrons have offered to hold a toy drive for the collection of these goods.

Fees

Parents are asked to negotiate fees amongst themselves using guidelines set by the organizers. These guidelines are based on a survey of fees asked by babysitters associated with the Institute against what people could pay. Therefore, a rate of \$1.00/hour is suggested for one child, and \$0.75- \$0.85/hour each for two children of the same family. If a Day Care Parent transports the Working Parent's child, we suggest the Day Care Parent charge \$0.08/mile. If a child eats at the Family Day Care home, we suggest charging \$0.35 for lunch and \$0.50 for dinner.

For the 1972-73 season, a limited number of grants will be made available to parents for paying fees.

Evaluation: Strengths

Since this program is an adaptation of a more elaborate federal program and is the first of its kind in the country on a college campus, it has begun on a small experimental scale. The offices involved are still refining it and learning from the experiences of the first two orientations and first year group of parents.

Effect on Children:

This program is beginning to serve infants well who are too young for group care at a center, as well as older preschoolers not ready for large group play who need a smaller family atmosphere. Also, siblings may stay together.

Effect on Parents:

The program has given students away from home, especially international students, an opportunity to exchange information and find support among other students. Through the programming for parents, students and their spouses have become better acquainted with Institute personnel, benefits, and activities.

Students and employees needing money are helped either through one of the spouses earning money by caring for Institute children in the program or by one of the partners being freed to work.

Effects on Present Child Care Arrangements:

The Coordinator is organizing and coordinating the present haphazard babysitting arrangements and helping regulate fees which have often been arbitrary. Since some babysitters charge \$1.00-\$1.75 per hour, some Day Care Parents may receive less per hour than they would have if they had remained as babysitters. However, because the program is coordinated from one office which maintains lists of children needing care, Day Care Parents are assured that they will always have the number of children they wish to care for available for care on all the days when they wish to work.

Evaluation: Limitations

Effect on Children:

The program serves children who need part-time care rather than forty-hour/week care because the home environment is too inhibiting to both the Day Care Parent and the three or four children in her home for that time span. Although the program has unlimited capacity to serve as

many children as there are available homes, many pre-schoolers, aged three and above, may find the home situation too confining, even part-time, especially if the child must return to his own home in a small apartment.

Many children of that age are also anxious to become involved with a larger group of peers than the number allowable in home care. Their developmental growth in forming different types of relationships may be frustrated.

Effect on Parents:

The program will not lessen the costs of child care for some families, since some Day Care Parents expect to receive almost as much as they did when they were baby-sitters, and charge more than the amounts suggested.

Because the Institute has thus far offered in-kind services to the program, the major costs are presently borne by the Working Parents who can afford to pay \$1.00 or more per hour per child. A method must be found to lessen costs for parents needing infant and after-school care.

Program Continuity:

The program is now dependent on informal Institute services and volunteer help. This includes the partial working time of two people employed by the Institute to fulfill other functions, the consulting time of the Social Work Department and Dr. Samuel Clark in the Medical Department, 25% of the salary of a 10-hour per week work-study student, and Xeroxing and multilith services and mailings to the 60 families registered in the program, supported by the Student Financial Aid, Dean's, and Planning Offices.

What happens when those offices must expend their resources on other programs formally supported by the Institute? What happens when no student wives with social work degrees volunteer their time? What if no qualified and interested students continue to work on administrative procedures? Clearly, the program must be formalized with administrative staffing functions delineated. Chapter Five deals with this issue.

Recommendations

1. The Family Day Care Program should move from an informal program to a formal one with administrative and budgetary support.
2. Consider other programs to serve the older pre-schooler.
3. Consider means to save costs to parents.

NUMBER OF PEOPLE INVOLVED IN M.I.T. CHILD CARE WORK

In evaluating child care programs at M.I.T., we have discovered a strong commitment by a number of people working, advising, or donating volunteer efforts for child care purposes. (See Appendix V for a detailed breakdown.)

In all, 76 people associated with the Institute work full or part time to serve child care needs in the five programs mentioned above. Of that number, however, fifteen paid personnel and 29 faculty, staff and student wives, a total of 44, are volunteering their efforts after hours and at lunchtime. Fifteen of the remaining 32 consider child care responsibilities a necessary but small component of their jobs, and may spend only a couple of hours monthly in support of programs. Of the remaining seventeen, five are support

staff who have many other responsibilities; likewise the five supervisors. Of the seven remaining, one is a work-study student; one spends only summers; two spend one-third of their time; and only one person devotes all her efforts to child care.

Of all these people, only four have been formally sanctioned to undertake child care work: the Community Planner in the Planning Office, the Day Camp Director, the Pediatrician and Pediatric Nurse-Practitioner, along with their four supervisors and their support staff.

Without jurisdiction, formalization, and coordination, these programs may overlap, falter, and cause confusion, parental concern, and lack of needed care. It is clear that we must organize the energy and good will at M.I.T. to fulfill a commitment already stated through valiant efforts by the Institute community.

CHART I
M.I.T. CHILD CARE PROGRAMS
SUMMARY CHART

CHART I

M.I.T. CHILD CARE PROGRAMS - SUMMARY CHART

<u>PROGRAM</u>	<u>CHARACTERISTICS</u>		
	<u>Goals</u>	<u>Decision-Making Bodies</u>	<u>Staff</u>
1. Day Camp	An athletic play summer	Director Parent questionnaire	Director 16 head counselors 8 junior counselors 4 pool counselors 2 arts & crafts instructors
2. Technology Nursery School	Education and play for children. Time to student and working parents.	Board of Trustees Parent Operating Committee Director Staff	Director 3 teachers 1 assistant teacher student teachers work-study students parent volunteers
3. KLH-M.I.T. Contractual Program	Education and play for children. Aid M.I.T. in receiving and retaining women and minorities. Reduce employee turnover, absenteeism, and tardiness. Increase productivity. Time to women with professional abilities. Time to working student wives.	M.I.T. Ad Hoc Advisory Committee on Day Care KLH Child Development Center Board of Directors	M.I.T. - two coordinators from Planning and Personnel Offices
4. Pediatric Clinic	Excellent pediatric care.	M.I.T. Medical Department Staff	Pediatrician Pediatric Nurse-Practitioner
5. Family Day Care	Informal education and play to infants. Time to student and working parents. Income to student and needy employee spouses.	M.I.T. Planning and Student Financial Aid Offices	Coordinator Family Coordinator Work-Study Student Planner

CHART 1 (continued)

<u>PROGRAM</u>	<u>CHARACTERISTICS</u>			<u># of Children</u>
	<u>Support Services</u>	<u>Facilities</u>	<u>Equipment</u>	
1. Day Camp	M.I.T. Infirmary Nurse	Institute playing grounds, gym, pool, sailing pavilion Briggs Field-house (office and arts & crafts room)	sports arts & crafts drama (paid through tuition charges)	164 per quarter
2. Technology Nursery School	Medical Department Cambridge Guidance Center	Westgate: 2 rooms and shared playground Eastgate: 4 rooms (2 classrooms, 1 office and kitchen, 1 teachers' and sick room) and special playground	play and developmental (donated, found objects, and tuition purchased)	90
3. KLI-M.I.T. Contractual Program	Social Work Service	KLI Center	play and developmental (donated, found objects, and tuition purchased)	63
4. Pediatric Clinic	M.I.T. Medical Department Cambridge Hospital	Clinic in M.I.T. Infirmary	Health Equipment (purchased by Medical Department)	346
5. Family Day Care	M.I.T. Medical Department and Social Work Service Tech Matrons, Tech Dames, Graduate Student Association, Association of M.I.T. Alumni, Dean's, Student Financial Aid and Planning Offices	Parents' homes	toys, books (donated, bought with grant money)	20

CHART I (continued)

<u>PROGRAM</u>	<u>CHARACTERISTICS</u>				
	# Children Potential Enrollment	Ages of Children	Hours Available	Days Available	# of Weeks Available
1. Day Camp	164 per quarter	6 - 13 yrs.	9 a.m. - 4 p.m.	Monday through Friday	8 (summer)
2. Technology Nursery School	90	2 1/2 - 13 yrs.	9 a.m. - 5 p.m. 9 a.m. - 12 noon (summer)	Monday through Friday	32 (academic year) 6 (summer)
3. KLIH-M.I.T. Contractual Program	70	2 1/2 - 5 1/2 yrs.	7 a.m. - 6 p.m.	Monday through Friday	52
4. Pediatric Clinic	Unlimited		8:30 a.m. - 5:30 p.m.	Monday through Friday	52
5. Family Day Care	Unlimited	1 day - 13 yrs.	12 a.m. - 12 p.m.	Sunday through Saturday	52

CHART I (continued)

<u>PROGRAM</u>	<u>CHARACTERISTICS</u>			
	<u>Meals</u>	<u>Transportation</u>	<u>Fees</u>	<u>Grants</u>
1. Day Camp	Children bring lunches Milk provided.	Car pools organized	\$1.00/hour	no
2. Technology Nursery School	Children bring lunches. Snacks provided	No	\$.81/hour	yes (limited)
3. KLM-M.I.T. Contractual Program	Hot break- fast Hot lunch 2 snacks	No	\$1.02/hour	yes
4. Pediatric Clinic	not appli- cable	Campus Patrol (Emergencies only)	\$10/visit (pediatrician) \$6/visit (nurse)	no
5. Family Day Care	yes	parents paid per mile	\$1.00/hour (one child) \$0.75-.85/ hour (for each of 2 children)	yes (limited)

3. PLANNING CONSIDERATIONS: PRESENT AND POTENTIAL NEED

We have met the child care programs, and they are us.

We have now to consider the extent of Institute child care needs in order to implement a total, coordinated program at M.I.T. We shall look at the breadth of that need: numbers of actual and potential clients; and at depth: the intensity of the economic, psychological and professional need.

ACTUAL NEED FOR CHILD CARE SERVICES AT M.I.T.

Current usage of child care programs, described in the preceding chapter, is one indication of the extent and type of need. An analysis of the questionnaires distributed during Day Care Week is another. It gives a definite number of some of the children who will actually use a child care service, as well as the type of service parents desire, costs they can afford, and their satisfaction with present services.

The questionnaire was designed and pre-tested by the Day Care Work Group and the Planning Office; emphasis was placed on obtaining information from students, since employee reaction to child care had been surveyed the preceding year. In all, about 400 questionnaires were distributed with a 20% rate of return, composed of a majority of students, but including staff and faculty.

Table II on the following page compares the distribution

TABLE II

DISTRIBUTION OF QUESTIONNAIRE RESPONDENTS
VS. TOTAL M.I.T. DISTRIBUTION

M.I.T. Affiliation	SURVEY RETURNS			M.I.T. TOTAL	
	Male	Female	Total	% Distribution of Total Affiliations**	% Demographic Distribution
Academic Staff, Faculty	9	1	10	11	5
Academic Staff, Non-faculty	6	2	8	8	4
Administrative Staff	5	2	7	7	12
Employees	2	8	10	11	31
Graduate Students	49	8	57	60	21
Undergraduate Students	0	0	0	0	25
Others***	2	1	3	3	2
TOTAL	73	22	95*	100	100

*The total number of families responding to the questionnaire was 80, but dual affiliations to M.I.T. expand this total.

**Since dual affiliations were noted on 15 of the returns, a percentage is shown of the total affiliations to M.I.T. rather than of respondents to the questionnaire.

***Others include: special students, Institute fellows, and Wellesley students.

of questionnaire respondents to the distribution of the total M.I.T. population. Almost all the people returning the questionnaires had or were expecting children, and most completed the forms because they needed child care services. Although results are too highly skewed to use as representative of the total M.I.T. community, they give actual numbers of people needing services immediately and illuminate the special considerations of graduate students who potentially are the strongest constituent group for an Institute based service, since the majority (70%) live on or near campus.

Number of Children

The need for child care programs is dependent on ages when youngsters are able to participate. In Cambridge, two years, six months is the minimum age by law for a child's admission to group care in a day care center or nursery school. Specially licensed centers and family day care homes may service infants below that limit. After-school programs, usually coordinated in homes, service six to twelve year olds, approximately.

The eighty respondents to the child care questionnaire had a total of 98 children. Of those 98, 57 were infants, 27 children were old enough for group care, and if group care includes kindergarten classes, as many do, a total of 31 children could use it. Ten children were old enough to become part of an after-school program in Family Day Care homes.

Group Care:

Parents of 28 of the 31 children of group care age said they would definitely use a day care center all or part days, from one to five days weekly. Since only six of

those 28 families required child care forty hours weekly, and the remaining 22 needed care mornings or afternoons two or three days weekly, seventeen full-time openings could reasonably meet the full- and part-time needs of parents.

Infant Care:

Parents of 38 infants required child care services full- or part-time, and parents of sixteen of those 38 children needed services all day, five days weekly.

Before and After-School Care:

Parents of seven school-age children requested after-school care, and six of those needed the full working week of care during the afternoons. These 45 infants and school-aged children could take part in the Family Day Care program.

Consistency of Available Services and Fees

Kinds of Services:

As Table III shows, parents were using five kinds of services:

1. exchange among parents,
2. babysitting when a child is brought to a sitter's home,
3. babysitting when the sitter travels to the parent's home,
4. the Technology Nursery School, and
5. day care centers and Montessori schools.

The majority, 34 families, used free exchanges or volunteer aid from relatives. The next largest group, 26 families, used sitters. Note that, on the average, a babysitter charged more per hour for one child when the sitter came to

TABLE III

AVERAGE HOURLY FEES PER SERVICE FOR SINGLE
AND MULTIPLE CHILDREN FAMILIES

SERVICE	SINGLE CHILDREN SERVICED INDIVIDUALLY		MULTIPLE CHILDREN SERVICED JOINTLY (incl. 2,3,&4 children)	
	Average Hourly Fee per Family	Total Families Using Service*	Average Hourly Fee per Family	Total Families Using Service*
Exchange or Relative	\$.00	28	\$.00	6
Parent Brings Children to Sitter's Home	.92	11	1.68	2
Sitter Comes to Parent's Home	1.21	6	1.48	7
Technology Nursery School**	.53 .67	6 1	1.06	1
Other Schools	.84	2	1.80	1

*The total number of families who use services is greater than the number of questionnaire respondents because of multiple use of services.

**The fee per child hour at Technology Nursery School was \$.53 for students' children and \$.67 for non-students' children in 1970-71.

the parent's home and less when the parent brought one child to a sitter's home. On the other hand, for multiple children a sitter charged less per hour when the sitter came to the parent's home and more per hour when the parent brought the children to the sitter's home. These figures lead us to believe that fee setting may be arbitrary.

In looking at the eight families who used Technology Nursery School, we found that they also used other services. Seven used exchanges and, occasionally, sitters. This indicates that some parents in the Nursery School need more than partial care, but either they cannot afford the expense of sending children more than two or three days weekly, or the Nursery School does not have enough space to service children all of the time.

Satisfaction with Services:

Parents were asked:

1. if they were satisfied with their present child care arrangements, and
2. if they would be able to continue them next year.

48%, nearly all using babysitters, said they would have to find new services because their present ones were unsatisfactory due to high costs, poor relationships between sitters and children, or instability of the services. These changes in child care arrangements may have traumatizing effects on a child's development and his ability to cope with other people within his environment, as he loses his friends and peer group and must continually redefine his authoritative supports.

Fees:

Not only could parents not be assured of the quality or duration of the babysitting services, but unless they interviewed twenty or thirty prospective sitters, they could not know the fairest fee ranges in terms of cost per child, per hour, or per week.

As the figures in Table IV, Chart A, on the following page indicate, for single children, babysitting rates ranged from \$.40 to \$1.50 an hour, with the majority of parents paying \$1.03 hourly. Chart B in Table IV shows that care for two children from the same family costs slightly less per child compared to single children: from a low of \$.25 an hour per child to a high of \$1.13 an hour per child, with an average of \$.73 an hour per child.

Thus, the costs weekly per child are slightly less for siblings serviced jointly than for single children serviced individually, which is predictable, but the size of the difference is much smaller than might be expected. In addition, the range of payments for both single and multiple child care indicate capricious fee setting.

Comparing the cost/week/child columns of Charts A and B, we see that the minimum paid weekly for individual service per child was \$8.00, and for joint service per child, \$7.50. The maximum weekly rate for individual service per child was \$45.00 and for joint service per child, \$40.00; the average for individual service per child was \$21.31, and for joint service, \$19.36. The small difference in the average payment per child per week for singly serviced children, \$21.31, compared to jointly serviced children, \$19.36, indicates that in many cases parents

TABLE IV

BABYSITTING COSTS AND HOURS
FOR SINGLE AND MULTIPLE CHILDREN FAMILIES

CHART A: SINGLE CHILDREN SERVICED INDIVIDUALLY

	<u>Cost/Child/Hour</u>	<u>Hours/Week/Child</u>	<u>Cost/Week/Child (Family)</u>
Minimum	\$.40	8	\$ 8.00
Maximum	\$1.50	45	\$45.00
Average	\$1.03	23.78	\$21.31

CHART B: MULTIPLE CHILDREN SERVICED JOINTLY (Includes 2, 3, & 4 children)

	<u>Cost/Child/ Hour</u>	<u>Hours/Week/ Child</u>	<u>Cost/Week/ Child</u>	<u>Total Child Hour/Week/ Family</u>	<u>Cost/Week/ Family</u>
Minimum	\$.25	10	\$ 7.50	20	\$15.00
Maximum	\$1.13	40	\$40.00	90	\$80.00
Average	\$.73	23.71	\$19.36	51.71	\$41.23

paying for joint servicing of multiple children have had to pay the same fee per child, whether cared for singly or together. This results, of course, in doubling or tripling of total costs for families who do not negotiate a lower rate per child for joint service. We see this in comparing the weekly costs per family on Charts A and B: a minimum cost of \$15.00 for two children compared to \$8.00 paid by single child families, a maximum of \$80.00 for families with two children who pay \$40.00 weekly per child compared to \$45.00 for one-child families and an average of \$41.23 for two children compared to \$21.31 for one.

Table IV also shows in the hours/week/child columns that parents of both one-child families and multiple-child families need the same number of hours of child care and some have to pay the price for it. At a minimum, one-child families use care eight hours weekly, multiple-child families ten hours per child; at a maximum, one-child families use services 45 hours weekly, multiple-child families forty hours (per child); and on an average, 23.78 hours for single-child families and 23.71 hours for multiple-child families (per child).

Rates for babysitting do not rise and fall in proportion to the number of hours a service is used. One might think that a person who utilizes a babysitting service for 45 hours might pay less per hour than someone using the service for eight hours. However, looking at Chart A in the table, we see that the maximum rate, \$1.50, and the minimum hours, eight, multiply to \$12.00; and the minimum rate, \$.40, times the maximum hours, 45, equals \$18.00, neither of which are represented in the respective total weekly costs.

Total Actual Need

Responses to the questionnaires give an unfavorable impres-

sion of the overall availability, quality and cost of many child care services at M.I.T. Most people use babysitting services and are dissatisfied with them; the rates charged for babysitting seem arbitrary, varying from person to person and having no schedule for adjusted rates based on hours of service or the number of people served at one time.

Rates for professional programs are too high for most parents. Although there is a range of families who are paying from \$8.00 to \$80.00 weekly, many families cannot afford even that amount and exchange sitting hours, lessening their capacity to work full time. Many mothers argued during Day Care Week that it was worthless for them to find jobs when child care rates were so high, especially when a family had more than one child. By the time deductions were taken from a salary and child care fees, transportation costs, and extra cleaning bills were paid, families were left with less money than before they started working.

Questionnaire results indicate that there are 45 children of Family Day Care age who should be assumed into that program. For the remaining 28 children of group care age who actually need group care services in a center immediately and could be served by seventeen full day places, we must seek ways to establish educational services at reasonable costs.

POTENTIAL NEED FOR DAY CARE SERVICES AT M.I.T.

Included in plans for day care services must be an evaluation of potential needs, even if that potential need will far exceed the actual use of a child care service by parents and children. In this way, services for actual needs can be planned for expansion to potential customers, when and

if necessary.

Total Number of Children of Child Care Age at M.I.T.

The total number of children from ages one month to twelve years who could potentially use child care services at M.I.T. is 6,300. That number includes the Institute's working and student populations with their 1,400 children between the ages of two years, six months and six years who could potentially use the services of a day care center. In addition, 1,600 children could make use of special programs for those younger than two years six months, and 3,300 children could potentially fill a program for after-school care (Table V).

Transportation and Location Determinants

Three factors which lower the number of potential child care clients are parents' place of residence, transportation mode, and travel time to the place of occupation and the service. Most child care researchers have postulated that the work-based child care program most successfully subscribed to would be one wherein an institution hired single parents earning between \$4,000 and \$8,000 who could walk to work and had pre-school children.

Based on proximity to campus and ease of transportation, 70% of the 500 graduate student children, or 344, would potentially use on-campus group care services. That 70% could either walk or drive their children to a service in their own cars in less than twenty minutes. 7.1% of faculty children of group care age, or 400 children, would potentially use on-campus services. Thus the total number of potential clients is reduced from 6,300 to 744 (344 + 400), or 12% of the total.

TABLE V

ESTIMATED M.I.T. CHILD CARE POPULATION

	Total population	Married	Married With Children	Total** Children	Children 1 mo. to 2 1/2 yrs. (Infant Care)	Children 2 1/2 to 6 yrs. (Group care)	Children 6-12 yrs. After-School	Total Child Care Aged Children
faculty/staff	3,500	2,800	2,100	5,300	800	800	1,900	3,500
employees***	3,800	2,300	1,400	3,500	500	500	1,300	2,300
regular graduate students	3,300	1,600****	500	600	300	100	100	500
TOTAL	10,600	6,700	4,000	9,400	1,600	1,400	3,300	6,300

Estimates based on data from:

Official counts of faculty, staff, employees and students; M.I.T. Planning Office Housing Surveys; and the M.I.T. Analytical Studies Group Survey of Medical Care.

All estimates are rounded to the nearest hundred.

*Includes children over twelve years old.

**Includes exempt employees.

***Includes an estimated 100 married undergraduates.

(See Appendix VI for further analysis of transportation and location determinants.)

Cost and Value Determinants

We must differentiate between those who could potentially use child care services and those who potentially would use these services. Experience at M.I.T. has shown that about 5% of potential users will actually wish to use a program immediately. For instance, in the second year of the KLH-M.I.T. program, requests for the fifteen available places were made by parents of approximately twenty children, or 4% of the 500 employee children of age for pre-school day care services. In another case, administrators in the Family Day Care program found that in its initial aspects approximately sixty children were seeking to be served by the program (twenty were served in the first nine months). Although the program has been opened to the total community, because the employee group was served through the KLH-M.I.T. program, publicity efforts were directed toward the student population with its total 500 children and staff and faculty members with their 800 children below the Cambridge day care center age who needed care for infants in private homes. Thus the sixty children of this particular community of 1,300 children which the Family Day Care program is serving or about to serve equals 5%.

Factors such as costs; difficulties in parent-child separation; uneasiness about a service's educational values, health standards or emotional supports; and present commitments cause a potential need to drop to 5% of the total clients available for child care services. Thus we foresee a potential need for 5% of 6,300, or 315 children.

Because one of the factors influencing use is reputation, a program may become its own best advertising. We therefore introduce a caveat that 315 may be a conservative estimate.

In time we must seriously plan for serving those parents who cannot bring their children to the campus. Helping parents set up cooperatives in their neighborhoods will be useful. Also, the structure of the Family Day Care program has the potential for reaching many outlying neighborhoods. This type of planning for child care services in outlying areas is flexible enough to allow those services to move in towards campus when families begin to do so; especially since the Institute, through its Planning Office, is now studying possibilities of housing more Institute personnel and students on or near campus.

Summary of Potential and Actual Need

We can foresee, then, a range for potential need which could ultimately reach 6,300 children, but probably will be 5% of that number, and nearer to 315 children. Included in this potential are children already enrolled in the Technology Nursery School, which serves ninety children, the KLH-M.I.T. program, which services fifteen, and the Family Day Care program, which is capable of considerable expansion and presently serves twenty children. Thus, we are already serving 125 children, or 42% of 315, the lower limit of the population potentially needing child care services.

The main clients of the Family Day Care program will be children younger and older than the Cambridge group care age. The total M.I.T. population of these two groups is 4,900, or 78% of the total population of 6,300. Based on the 315 children we assume would be the more accurate

potential, and from that, the 190 who have not yet been served, we arrive at 148 children ($190 \times 78\%$) who potentially would make use of the Family Day Care program. This leaves approximately 42 children of group care age who potentially would want to become part of an educational center within the next year.

Analysis of the child care questionnaire defines that group further to six children who actually need services forty hours weekly and 22 who would use services part-time. By combining this latter group, we have a total actual need of seventeen places available forty hours per week which would serve the 28 children. In addition, the Personnel Office maintains a waiting list for the KLH-M.I.T. program, which presently consists of eleven children, which brings that total number to 39 children who immediately need child care full- or part-time and will actually fill 32 full-time places.

PRIORITIES

Even though experience has shown that centers are not completely subscribed to on opening day, priorities must be set. We should think primarily of balancing the total M.I.T. community, so that children may engage in a healthy exchange of values and learn from a variety of people. Basing our choices on the total community, we can suggest three criteria by which to judge our priorities: economic need, psychological need, and professional need.

Economic Need

Employees, Staff, Faculty:

The economic need of those employed by M.I.T. has in the

past been determined by addressing only the employee group, including exempt workers at M.I.T. The Institute felt that this group would benefit most from a subsidized child care program. In choosing parents for the KLH-M.I.T. program, we further defined financial need by determining whether a family had to have the potential income of a second parent because of past debts or the present difficulty of sustaining itself. We then listed four situations that we felt would cause great pressure on a family which child care services might relieve:

1. Any employee, including exempt, facing termination because child care was not available,
2. Lengthy illness or sudden death of a spouse,
3. Imminent divorce or separation,
4. Single male or female head of household.

However, staff and faculty families may also suffer these same pressures, and, in some cases, may even have lower salaries. Although there are general ranges in which most salaries are based, there is no sharp line distinguishing the highest salaries of employees from the lowest salaries of exempt employees or the highest salaries of exempt employees from the lowest salaries of staff and faculty. Some employees may earn as much as \$9,000, if they have received many salary increments because of long-term employment at the Institute, and for that same reason, some exempt employees may earn above \$10,000. On the other hand, a few staff members may begin working at a salary below \$9,000, and some academic staff members, right out of college and working in laboratories, may begin earning in the \$7,000 range. Other academic staff members, a small number of research associates, and instructors earn less than \$9,000. Judging inquiries from the KLH-M.I.T. program which included administrative and academic staff, we believe that a fairer

basis for offering subsidized services would be first to look at applications of those people earning \$9,000 and under. Yearly salaries of parents chosen to participate in the KLH-M.I.T. program ranged from a low of \$4,800 to a high of \$10,900 in 1970-71 and this year range from \$5,800 to \$10,600.

Students:

It is less easy to judge students' economic needs. Although their present income may be low, their future salaries may far exceed \$9,000. There may be a tendency then to suggest that wives of students remain at home with their children or that students should apply for loans for child care in addition to their scholastic loan agreements. Some students, however, are barely able to pay for daily necessities now; others are so deeply in debt that they may start their working life with a \$10,000 loan hanging over their heads. In a random sample at Westgate, eleven families were interviewed on questions of income, expenditures, and debts (Table VI on the following page). Families incurring an average debt of \$2,247 in 1971, when adding debts incurred during five to ten years of undergraduate and graduate education, averaged a total debt of \$4,673, or from \$0 to \$10,700. This debt was a result of small monthly expenditures - from \$385 monthly to \$582 with an average of \$479 for families of two to five people. These expenditures include rent, food, medical insurance and supplies, automobile payments, upkeep, and insurance, telephone, child care, books, and miscellaneous necessities (Table VII).

Of the eleven student families interviewed, one is a one-parent male student family, one is a female graduate student family, and the other nine are male graduate student families. Of the nine wives of male students, six would work full-time

TABLE VI
CASE STUDIES OF THE
INCOME, EXPENDITURES AND DEBTS OF 11 MARRIED STUDENT FAMILIES
NEEDING CHILD CARE

	Annual Income	Monthly Income	Total Monthly Expenditures	Debt Incurred Yearly	Total Debt*
Minimum	2280	190	385	1200	0
Maximum	4200	350	582	3942	10,700
Average	3475	292	479	2247	4,673

* 2 families \$0 - 500
5 families \$2,000 - \$3,600
4 families \$7,000 - \$10,700

TABLE VII

MONTHLY EXPENDITURES OF 11 MARRIED STUDENT FAMILIES

	<u>MINIMUM</u>	<u>MAXIMUM</u>	<u>AVERAGE</u>
Rent	\$157		
Food	70	\$161	\$160
Medical Insurance	0	175	130
Medical (Incl. dentistry & supplies)	2	40	19.50
Car Payments*	0	94	23
Car Upkeep (Incl. gas)**	0	62 (one family)	--
Car Insurance	0	40	17.50
Clothing and Laundry	10	37	19
Home Rental Insurance	0	45	26
Life Insurance	0	5.50	1.25
Telephone	0	22	6.70
Nursery School	0	15	11
Day Care	0	20	6
Babysitting	0	150 (one family)	--
Books	0	20 (one family)	--
Miscellaneous***	0	25	10
Other****	0	25	10
		45	1.50

* Most families have old, inexpensive cars. They have stated that due to the location of Westgate, it is not only difficult but very expensive to be without a car. The breakdown of car ownership is as follows:

<u>Nc. of Families</u>	<u>Type of Car</u>	<u>Age of Car</u>
1	None	
1	Old	'67
1	Old	'67
1	Valiant	'67
3	Chevrolets	'64 - '67
4	VW's	'66 - '68

A car was stolen from one family who could not afford to replace it.

** One family has been without a car for four months because they could not afford repairs.

*** Miscellaneous includes everyday expenses such as appliance repairs and gifts. It may include some entertainment or living money.

**** Includes payments for one family on an undergraduate loan, and, for another, on a foreign bank loan.

if they had adequate day care, two would not, and one works part-time now.

Since our concern for child care should center as strongly on the needs of children as of parents, student families like the above make strong candidates for child care. No matter how much money the student family earns five years from now, the negative impact on a growing child due to financial strain and cramped living quarters will be irreparable. Because the circumstances surrounding those children at M.I.T. will dictate their attitude and relationship to society in the future, it is incumbent that the Institute help pave the future for creative rather than destructive adults.

Psychological Need

Financial difficulties are not the only stresses bearing down upon parents and children. Some of the employees whose children are in the KLH-M.I.T. program were referred to the Planning and Personnel Offices by the M.I.T. Social Work Service. The social workers believed that many of the psychological strains caused by tight money situations, death, divorce or single parenthood could be given some relief through services which are known to adequately care for children while the parent is strengthening the home situation.

The stress on the married student wife and family is somewhat different from that of the employee group. Dr. Carola Eisenberg of the M.I.T. Department of Psychiatry stressed in an interview that her professional help had been sought by those mothers who felt isolated and starved for the stimulation they had enjoyed as former students and career women. She said there was little comfort in the "wait until the children are older" theory, since by that

time mothers' skills and knowledge might well be obsolete. From another perspective, she warned that some women become increasingly concerned with the intellectual life, especially if they live in a university community, and will often pursue these interests, whether or not good child care arrangements exist, frequently to the detriment of their children.

Dr. Eisenberg has become familiar with another kind of woman who is not only a student wife, but appears in all the groups and subgroups within M.I.T. and continually expresses the wish "to do something with her life." She may wish to embark on a new career, go back to school, or do volunteer work. Whatever it is, the children must be adequately cared for while she is away.

What all these women want is not an instant escape from their children - they advocate not so much the destruction of the nuclear family as the widening of its walls. They would have their children grow up, not just in direct confrontation with their mothers, but in a band of children of different ages, cared for not just by one person but by several loving adults. This way a child would be less vulnerable to the vagaries of adult emotion. Although a father leaves, there is not a complete removal of male company; and although a mother works, there are two or three other friendly women around.

Male students would also benefit from a more comfortable home atmosphere based on the benefits derived from child care. According to Dr. Eisenberg, if concrete results are to be derived from education, family difficulties must be of prime concern.

Professional Need

The need for child care in order to work in a chosen profession has been covered partly under economic and psychological need: those people facing termination of employment due to lack of facilities and those student wives with young children unable to use their skills until their children are older. There is another group of women who have been highly trained with strong professional backgrounds, who are unable to apply their knowledge and capabilities due to inadequate child care facilities. These skills should not be wasted, nor should the time and money spent in obtaining them be lost.

Criteria

Based on the above needs, problems and stresses, a list of priorities for acceptance to a center with subsidized fees might be formulated along these lines:

- A. What openings in which age groupings are available in a particular center?
- B. Does the school fulfill the educational and social needs of the child and the expectations of the parents?
- C. Financial Need
 - 1. Lengthy illness or sudden death of spouse;
 - 2. Imminent divorce or separation;
 - 3. Single male or female head of household;
 - 4. Anyone facing termination of work or studies because child care services are not available;

5. Family must have potential income of second parent:
 - a. Any staff, faculty or employee whose salary is below \$9,000;
 - b. Those students whose monthly expenses on necessities exceed income.

D. Psychological Need

1. For the child

- a. Is the child being neglected because of parents' determination to participate in the community?
- b. Do the child's actions and behavior help balance the relationships desired by the parents and teachers of the school?
- c. Is the child comfortable in a group environment?

2. For the parents:

- a. Those families recommended to a center by the M.I.T. Social Work Service of Department of Psychiatry because of:
 - intolerable stresses due to isolation or inability to maintain usual level of intellectual stimulation;
 - insecurity and ambivalence about being a full-time parent;
 - alienation from the prevalent culture.

E. Professional Need

1. Recent graduates of M.I.T. or women working at the Institute who are unable to pursue their chosen fields due to inadequate child care arrangements.

SUMMARY AND RECOMMENDATIONS

Summary of Total Population

We have approached the numerical extent of the Institute child care need in two ways: actual and potential. Included are three groups of children: infants (1 month - 2 1/2 years), group care aged (2 1/2 years - 6 years), and school-aged (6-12 years).

The actual need of all these groups is based on survey returns of the child care questionnaire and waiting lists of current M.I.T. child care programs.

Analysis of the questionnaire in terms of group care aged children indicates six needing services forty hours weekly and 22 needing part-time care who might fill eleven places. Thus, a total actual need for approximately 17 full-time places exists here. In addition, eleven children are on the waiting list for the KLH-M.I.T. full-time care program. Thus, 39 children would fill 28 full-time group care places at a day care center immediately.

Parents of 38 infants and 7 school-aged children indicated a need for full or part-time care in the questionnaire. These 45 children could take part in the Family Day Care program.

125 children are now being serviced through M.I.T.: the Technology Nursery School, the KLH-M.I.T. contractual program and Family Day Care. In all, the imminent need at the Institute is 209, although not all of these children need full-time care.

Potential need may be divided into upper and lower limits.

The upper limit consists of 6,300 children of child care age at M.I.T. This number is reduced by five percent due to location and transportation determinants, as well as costs and value judgements. This lower limit is 315. 148 of those children would be too young or too old for day care centers and potentially could take part in the Family Day Care program. Since 125 children are already being served, we estimate that 42 children could potentially use the services of a full day care center. We realize this is a conservative estimate, since centers grow considerably once their reputation is established. We are also aware of Institute concerns to bring more of its community nearer to the campus, which would again increase the numbers wanting care here.

Availability of Services

It is necessary to find ways to serve these children because their families are presently locked into a system in which quality is not always available, service is at times unstable, and costs are often arbitrary and beyond parents' means.

Need for Services

The need for services is indeed intense for those employee families where a single parent is the head of house, or where a salary is so low that monthly bills cannot be paid without a spouse working to add to income. Many student families are already suffering large personal debts up to \$10,000, and most student spouses would work if educational child care were available.

Psychological stresses due to tight money situations, death, divorce, single parenthood, starved intellectual

life and atrophying professional talents could permanently weaken the nuclear family working and studying at the Institute without relief through adequate child care services that support a child emotionally.

Therefore we recommend that:

1. The Institute establish a program whereby the 42 parents potentially needing care may be served. Such a program should be treated as a component of the total Institute child care program, capable of expansion, when and if necessary.

Criteria for Services

Since some staff and faculty members earn less than employees, we recommend that:

1. A center with subsidized fees should try to serve those families in any group earning below \$9,000. Choice for acceptance should be based on the needs of the child, and the financial, psychological, and professional stresses on parents.
2. Parents earning above \$9,000 would receive less subsidy, but the above stresses should be taken into consideration.

4. PLANNING CRITERIA FOR CHILD CARE PROGRAMS

Given a choice among child care programs, parents base their decisions on a number of criteria: type of recreational or educational program; degree of parent involvement; quality of the staff; type of indoor and outdoor facilities and equipment; a child's age and the days, hours, and weeks he needs care; location; and fees. In this chapter, we will discuss those criteria in terms of both national experience and expressed needs of M.I.T. parents.

CONCERNS AND GOALS OF A CHILD CARE SERVICE

During Day Care Week, conversations about the "type of education" afforded a child were corrected to the "type of learning environment," with an emphasis on nurture. Probably conversations on the type of learning environment were the least definitive, yet produced the most comments about structured environments versus creative learning versus laissez-faire open classrooms. Every parent has his or her own idea about what child care services should be. In order to define some general goals and guidelines for day care planners, Abt Associates, Inc., of Cambridge, Massachusetts, under contract to the Office of Economic Opportunity, reviewed a wide variety of child care services throughout the United States and produced a four-volume compilation of their findings. The researchers found a fairly consistent set of overall concerns and goals. A

child care service should:

1. Meet physical needs,
2. Meet emotional needs,
3. Aid readiness for future learning, and
4. Let kids be kids.⁴

Physical Needs

To meet the first basic concern, physical needs, a center, play area, or family day care home should be safe and sanitary, regardless of age or architectural form of the structure.

Emotional Needs

Staff of a center and family day care parents should attempt to meet emotional needs, but not to replace the family nor compete with a child's parents when temporarily sharing responsibility and providing a secure, loving atmosphere.

Readiness for Future Learning

As for the third goal, the researchers found that almost all parents, regardless of feelings about how children should be raised, expected child care to foster skills and attitudes necessary for learning. In pre-school years, those skills are often attained through play, one of the single most important sources of physical and intellectual growth. Most children spend their active hours manipulating and building things, playing make-believe, running and climbing. By providing a variety of toys and equipment in a suitable amount of room, a child care service directly

⁴Abt Associates, Inc., A Study in Child Care 1970-71, Abt Associates, Inc., Cambridge, Massachusetts, 1971, Vol. III, p. 2.

stimulates intellectual development and skill attainment. Some of the equipment seen in child care centers which was judged effective for certain skill development is described in Appendix VII.

Important skills which can result from play are:

1. Cooperation and sharing
2. Self-control
3. Self-reliance
4. Language and communications skills
5. Curiosity and motivation to learn.⁵

Letting Kids Be Kids

The last goal of a child care service, letting kids be kids, was included because the researchers felt there was a danger that children cared for in groups might be over-supervised and over-regulated. They felt that children should be given opportunities for self-direction and release of energy, so that they could be relaxed enough to identify their own needs, interests and skills.⁶

OVERVIEW - PROGRAM CHARACTERISTICS

We distributed the child care questionnaire described in Chapter 3 to learn not only parents' general goals and attitudes towards child care, but also specific needs in terms of availability of services, costs, location, clientele, transportation, and policy making.

Most Important Characteristics

Parents were given 23 features which could be included in a

⁵Ibid, pp. 2-4.

⁶Ibid, pp. 4-9.

child care program and were asked to choose the four most important (Table VIII). The most important aspect to parents was that children should learn to get along better with each other. The next two features served the needs of the parents - that a service be close to home and be available at all hours needed. The fourth choice would serve the whole family - that a program should involve parents as well as children. In all, the answers alternated with a healthy mix of features required which would aid child, parents, and the total family unit. In addition, 20% or more of the respondents indicated that a program at M.I.T. would have to be flexible in the number of hours, days, and weeks that it was available, that the staff be male as well as female, and that children be racially and culturally integrated.

Factors that were not considered important were keeping children clean, teaching them to read, providing transportation, counseling, or TV.

Most Detrimental

When parents were asked to name three characteristics which would prevent them from using a service, expense ranked highest with 41% of the respondents noting it (Table IX). A staff that did not work well with children and parents ranked second with 27%. Again, the problem of inconvenient location was mentioned by 24% and inflexible hours by 19%. Parents also were highly opposed to custodial care, 19%, and a large child-adult ratio, 17%.

Parents' differences of opinion on the amount of discipline which should be administered was apparent by the 14% who would not use a service if it were highly structured, as opposed to the 14%, noted in Table VIII, who felt that discipline was one of the three most important features of

TABLE VIII

FEATURES CONSIDERED MOST IMPORTANT IN CHOOSING A CHILD CARE SERVICE*

RANK		% OF TOTAL RESPONDENTS
1	Would help children to get along better with each other	44
2	Close to home	40
3	Available for all hours you need it	36
4	Would involve parents	35
5	Racially integrated with children of many backgrounds	31
6	A program that your child could be in as long as you want	24
7	Flexibility of hours from week to week	23
7 [8]	Staffed by men teachers as well as women	23
9	Close to place of work	21
10	Would provide discipline	14
11	Would provide meals	11
12	Would provide health care	10
12 [13]	Would give children a chance to learn more about their community	10
14	Would place children of different ages together	9
15	Intellectually stimulating (without teaching)**	8
16	Would provide special toys not available at home	7
17	Would keep the children clean	6
18	Would teach children to read	5
18 [19]	Program with children just like yours	5
19 [20]	Staffed by large numbers of well-trained people**	5
21	Would provide transportation	4
21 [22]	Would place siblings together	4
23	Would speak many languages	3
24	Safety**	2
24 [25]	Would be geared to special needs of pre-school children**	2
24 [26]	Little expense**	2
27	Would provide counseling	1
27 [28]	Children would be happy**	1
27 [29]	Warmth and genuine concern for children and families**	1
30	Would provide TV	0
TOTAL		387 ***

*Respondents were requested to select four features.

**Not stated in questionnaire but added by parents.

***Total does not equal 400% because some respondents gave fewer than four answers.

TABLE IX

FEATURES CONSIDERED DETRIMENTAL TO USING A CHILD CARE SERVICE*

<u>RANK</u>		<u>% OF TOTAL RESPONDENTS</u>
1	Too expensive	41
2	Poor staff relations with children and parents	27
3	Inconvenient location	24
4	Dull environment or custodial care	19
4 [5]	Not available for hours needed	19
6	Large child-adult ratio	17
7	Highly structured program	14
8	Poor facilities (including outside play area)	10
9	Limits on enrolling infants	6
9 [10]	Lack of discipline	6
9 [11]	Poor maintenance	6
12	Segregation	5
12 [13]	Unhappy child	5
14	Groups which are too large (regardless of the number of adults)	3
14 [15]	Inflexible contract	3
14 [16]	Poor or no lunch	3
14 [17]	Bad reputation	3
18	Religious influence	1
18 [19]	Profit-making organization	1
18 [20]	Parental friction	1
18 [21]	Unsafe	1
18 [22]	Not separated into age groups	1
TOTAL		216**

*Each parent was asked to give 3 responses.

**The total does not equal 300% because some respondents gave less than three answers.

a service. In developing a program, we must take account of these differences, as well as recognize the 1% who noted they would not use a program which promoted religion, and the 3% who felt that family counseling was one of the most important features of a program. We should think of setting up child care services to suit as many needs as possible, for we are involving individual children and attempting to work with parents in order to bring up their children by a method suitable to teacher, family and child. We are not trying to compromise on which Saturday afternoon movie to see. Thus, as we now serve some children in small groups through the Family Day Care program and some in large groups through the Nursery School and the KLM Child Development Center, we should consider structured and unstructured programs, cooperatives, playgroups, and formal centers, nursery school and full day care, programs which require parent involvement, and programs which require payment only.

Decision-Making

Many child care services are composed of a board of directors or trustees and a parent operating committee. The board is usually composed of people with legal, financial, administrative or developmental skills. The direction lately has been to include the director of a program and representatives from the teachers and parents on the board. A board usually meets monthly, except for emergencies, and is divided into subcommittees which prepare reports for the total board to formulate long-range policy, approve budget decisions, determine admissions and personnel policies, and help undertake fund raising schemes.

The parent operating or advisory committee is the daily working committee which helps director and teachers in administrative duties, resource mobilization and daily

policy decisions to be presented to the board of directors for inclusion in long-range plans. This committee also helps plan outings for children, special functions of the service, and parent group activities.

Administration

With the aid of the two policy making committees and suggestions from teachers and parents, the director oversees the administrative and educational program of the service.

For a program of 25, the Abt researchers suggest two staff members share administrative duties, a director and a secretary. Much of the administration would be informal and verbal because of close working conditions.

A full-time administrative assistant in place of a secretary is suggested for a program of fifty children. Since the number of children, parents, staff and outside contacts increases, communications and record keeping become more complex and paperwork increases. The assistant would handle publicity and information, visitors, purchasing, payroll, repairs and deliveries, freeing the director to concentrate on overall administration, policymaking, budgeting, and personnel development.

For a program of 75, a secretary-bookkeeper would be added, and the administrative assistant would become an assistant director. Divisions in responsibility and specialization become clearer. The director is still the overall administrator, dealing with policy making, budgeting, hiring, firing, staff salaries, and communications with the board, operating committee, and outside agencies. The assistant director works more closely in child care and teaching. She is responsible for staff training and manages day to

day program development. She would be responsible for purchasing for the classrooms and kitchens and would oversee the health component.⁷

Parent Involvement

Parent participation is an important component of both decision-making and administration of child care programs.

The total response during Day Care Week and in the child care survey indicates a strong parental commitment to working with child care services in order to guide development and to lessen costs.

The questionnaire asked parents ways in which they might participate in programs (Table X). The greatest response, 98%, would actually do volunteer work for a child care service in a number of ways: 35% would help plan classroom activities regularly, 30% would aid teachers in the classroom up to four hours weekly, 25% would help shop, clean, repair, and make toys, and 8% would donate special services such as teaching music or consulting on nutrition and early childhood education. Since multiple answers were encouraged, 51% of the total respondents also noted that they wanted to meet for discussion of family and child care questions. This would suggest that a strong emphasis should be placed on parent-teacher meetings and informal family gatherings. Only 6% would not be able to participate in any way.

Teaching Staff

Qualifications:

The ultimate success of a child care program depends on the

⁷Ibid., pp. 119-141.

TABLE X

TYPES OF FAMILY PARTICIPATION IN CHILD CARE ACTIVITIES

PARTICIPATION METHOD	RESPONSES	% OF TOTAL RESPONDENTS
Participate in occasional sessions to discuss family and child care questions	40	51
Participate in regular meetings to help with planning classroom activities	28	35
Work with teachers in the classroom an average of three to four hours weekly	24	30
Work for the service (e.g. shopping, cleaning, making toys)	20	25
Volunteer work (teaching music, consult in early childhood education, nutrition)	6	8
Not at all	5	6
TOTAL	123	155*

*Equals more than 100% because of multiple answers.

quality of the adult staff. The Abt researchers found it difficult, however, to set down absolute qualifications for staff, since formal education did not seem to be a reliable indicator of quality. Relevant training and work experience was felt desirable but not mandatory. Across the country, a general trend did emerge for the higher educated teaching staff to fill the higher teaching positions in child care centers, but there was much variation from this general pattern.⁸

Massachusetts state law now requires courses in child development for teachers and administrators and experience in teaching in day care centers. There is an effort among some in the State Legislature to stiffen those requirements for staff in a child care center. Day care parents in a family day care program are not required to take courses, but are expected to participate in an initial training program and continuous learning sessions.

At M.I.T. some parents participating in Day Care Week said they would not send their child to anything but a professionally run service; others felt that some mothers intuitively respond better to children than teachers. A "professional" teacher, many said, should be hired for her sensitivity and sincerity through many personal interviews, rather than her training.

The most important teaching quality found by the Abt researchers was teachers personal response to children rather than intrusion in their play. Where adults responded to children's behavior in an appropriate, beneficial manner:

1. children were happier, exhibiting more spontaneous laughter and contented play;

⁸ Ibid., p. 47.

2. visible unhappiness - crying or other signs of distress - was less frequent;
3. children exhibited more self-reliance (i.e. dressing themselves and helping with tasks); and
4. children exhibited more task mastery (i.e. pride in their accomplishments).

Where adults intruded frequently into children's activities, the researchers saw:

1. more withdrawal from activities and interaction with others than in other child care services; and
2. less cooperative play than in other services.⁹

Teachers' Needs:

In order to let kids be kids, as we noted above, a service has to allow teachers to be teachers, especially in day care centers. In talking with teaching staff, the Abt researchers found one complaint voiced repeatedly. Teachers felt that time spent on non-child care duties (housekeeping chores, fee collection, and other non-child related paperwork) was detrimental to their performance as teachers. The researchers suggested that teachers be relieved of as many of these duties as possible. When these chores are unavoidable, they should be assigned to a teaching aide. Full-time staff should also be given at least a 45-minute break (again in response to concerns voiced by teachers). The pace of working with children is fast, and a break can help a lot, so it is important for

⁹Ibid., p. 11.

some time to themselves (aside from staff meetings, etc.), which should not include tasks during these breaks.¹⁰

Teachers and Parents:

In day care centers and nursery schools, teachers should be responsible for regular individual parent conferences which help maintain contact between home and center. At times, these conferences may also be conducted by an assistant director. Some schools hold such conferences every month; others only every three months. Teachers should bring to these conferences written comments on the child's behavior and activities in the center. These comments should be discussed with parents, as well as changes which have occurred since the last parent conference. Parents should have a chance to explain their feelings about how their child is doing. Parent conferences have to be scheduled at a time when parents are free to attend, and this often means in the early evening or on Saturday.¹¹

Parents should be given every opportunity to keep informed of their children's progress, whether a formal structure is set up or parents are simply encouraged to arrive at a center early enough to greet teachers and talk with them about their concerns.

In family day care programs, day care parents and working parents should meet as often as possible to discuss progress of their children. The Family Coordinator should visit homes frequently because parents are often shy about bringing difficulties to someone; yet the aid, when offered, is usually welcomed.

¹⁰Ibid., p. 48.

¹¹Ibid., p. 39.

Facilities in Group Care

A physical environment is responsible for enhancing or detracting from a child's development and affecting a teacher's ability to respond. There should be one room for not more than twenty children, plus a multi-purpose room which might be used for large-muscle activity as well as nap time, a quiet reading place, or music room. There should be a special child bathroom for every 14 children, a kitchen, a small nurse's isolation room, an office area with desks for the director and secretary or other office aides, storage space, and a teacher's room for working, conferences, or relaxing.

The playground should be a combination of grassy and paved areas surrounded by fencing.

Equipment

Indoors, the equipment and fixtures should be child-size or adapted for child use. The facilities should be safe, warm, clean, and done in bright colors. Equipment would include tables and chairs, housekeeping units, large water basins, and pet cages in the classrooms, folding cots, large tumble toys, a record player and books in the multi-purpose room. Typical outdoor equipment might include tricycles, swings, climbing equipment, a slide, playhouses, crawling tunnels, balls, and so on.

Operations

Number of Children:

The Abt research also showed that staff and children responded

better to each other when facilities held approximately 45 children at one time. The researchers felt that large, high quality centers should have been easy to locate nationally, but they could only locate a few. In the better large centers studied, the researchers found that:

1. classes were larger;
2. staff-child ratios were less favorable;
3. teachers were less likely to respond warmly;
4. there was less informal language training;
5. children had fewer options in activities; and
6. children were more withdrawn.

Although quality centers were studied, the smaller centers seemed to provide higher quality care. The researchers did not conclude that quality suffered in larger centers, but suggested that operators give very careful thought to center size.¹²

Schedules:

According to the M.I.T. child care survey results, a service which could meet the needs of the total M.I.T. community should be open from 8:00 a.m. to 6:00 p.m. The greatest percentage of families, 55% of the total respondents, would need a service which opened at 9:00 a.m., and 38% needed a service which closed at 5:00 p.m. But the 28% of the respondents who needed services which opened at 8:00 a.m. and the 16% who needed services closing at 6:00 p.m. should also be considered.

Schedules of teachers or adults should be arranged so that the heaviest concentration of people at a service is between the hours when most people use the service, with a smaller group of people serving all the children for an hour in the morning and evening.

¹²Ibid., p. 51.

Some arrangements should also be made for emergency placements. One-half of the respondents indicated that they would need such services during a parent's or babysitter's illness.

60% of the questionnaire respondents said that if they used an M.I.T. service, they would require it five days weekly. 34% would require services two, three, and four days weekly, with half of those respondents needing services three days weekly. There also were a few requests for one and six day services. Services should be offered on a two, three, and five day basis, as in the Nursery School, because the greatest need is expressed for these days. Where possible, however, such as in a family day care program or a well-subscribed, well funded center, services should be available on a daily basis.

Parents were asked the number of weeks they would need a service, by semester, by school year, by school year plus a six-week summer session, or by year. 51% required 52-week service, 37% required a 32-week program, and 10% required a 38-week program. By having a 52-week program and hiring half the staff for 52 weeks and half for 32 weeks, one program can serve all needs.

Location and Selection of Children:

As Table VIII has shown, next to cost, one of the most important features to parents of a child care service is location. Parents were asked to list preferentially general locations they would most utilize and the clientele with which they would wish to share a service (Table XI on the following page). The strongest preference was for on-campus facilities for the M.I.T. community only, 52%. A second preference, which also ranked highly, was for on-campus facilities

TABLE XI

PREFERENCES FOR LOCATION AND CLIENTELE*

Rank	On-Campus Facilities for M.I.T. Community Only	On-Campus Facilities for M.I.T. and Cambridge Parents	Serve the General Cambridge Population and M.I.T. Parents in Neighborhood Centers Near the Campus	Scholarships to Parents to Utilize Services in Their Towns and Neighbor- hoods
	# %	# %	# %	# %
1	38 52	28 39	6 8	6 8
2	9 12	26 39	23 33	10 14
3	18 25	13 18	24 34	14 21
4	<u>8 11</u>	<u>3 4</u>	<u>18 25</u>	<u>39 57</u>
TOTAL	73 100	72 100	71 100	69 100

*Respondents were asked to rank preferences 1, 2, 3, and 4.

for M.I.T. and Cambridge parents, 39%. One parent reviewing these results felt that M.I.T. parents were not against a center which served both M.I.T. and Cambridge citizens, but that most Institute families wanted to ensure that all needy M.I.T. parents would receive services before a center included everyone else. Indeed, when the first and second preferences of parents are added together, 64% of the parents want services for the M.I.T. community only and 78% of the parents want on-campus facilities to serve both communities. The ideal situation would be for programs organized well enough and large enough to service all M.I.T. children and still be able to reach out to the Cambridge community. M.I.T. parents listed neighborhood services near campus as their third choice, and scholarships to parents to utilize services in their cities and towns, fourth. This last was probably rejected because many parents do not believe (and rightly so) that there are enough child care places available at reasonable cost for their children. Money is not the only problem. More programs have to be created.

When parents were asked to rank preferentially which location on-campus they would favor for a child care service, Eastgate, Westgate, or the 77 Massachusetts Avenue/Student Center Area, responses were evenly distributed both for and against the Eastgate and Westgate areas. The 77 Massachusetts Avenue/Student Center area received by far the highest number of number 2 ranks and is an obvious compromise location. In general, people favor locations first which are closest to their homes, and second which are closest to their offices. Small clusters of centers should be considered in spaces throughout the M.I.T. campus, as well as in Northgate properties in Cambridge and nearby cities.

Transportation:

As we indicated earlier in Chapter 3, most students live near enough to campus to easily transport their children. When parents were asked on the questionnaire if they would transport their child to a day care service on the M.I.T. campus, 54% could do so by car, 6% by car with some inconvenience, 7% by public transportation and 31% by foot. 2% were unable to find means of transportation for their children.

Until child care serving those in outlying areas can be accomplished, adjustments should be made for those without access to public or private means of transportation. Often those people whose budgets do not allow for the expense of automobiles are most in need of child care services. With this in mind, we asked parents if they could help in transporting other children to a service on campus. Of the total respondents, 60% said "yes," 2% said "maybe," and 27% said "no." Of the 60% who could definitely transport children, 71% would by automobile, 2% could do so with some inconvenience, 1% would use public transportation, and 24% would help walk children to the center. That 71% represented quite a few areas: Eastgate, Westgate, Cambridge, Somerville, Watertown, Arlington, Brookline, Belmont, Weston, and Peabody. Unfortunately, areas to the south and north were not represented here, such as South Boston, Roxbury, Dorchester, and Mattapan, and Chelsea, Revere and Malden. The employee group which returned the first day care questionnaire sent out in 1970 lived in many of these areas south and north of Cambridge. If informal car pools cannot be arranged for them, money should be made available to all M.I.T. child care services for purchasing a bus or participating in payments with existing transportation facilities on campus, such as the shuttle buses between Wellesley

and M.I.T. or the buses used to shuttle people between sections of their laboratories. These buses might be used in the early morning and later in the evening when the demand on the buses from the laboratories may not be so great. Either a service might budget the additional costs paid to a shuttle bus driver for his two hours of work, or a driver might be enlisted from the child care service staff for the early morning and late afternoon hours and might also serve part-time in another capacity such as teacher or cook's assistant, secretary or handyman.

Costs

The major drawback of child care programs are its costs, which may range up to \$2500/year. 74% of program costs, particularly those of group care, go for staff. In a school or center where the adult/child ratio is 1:6, six parents must share the salary of that one adult teacher, as well as sharing the salaries of a director, secretary, cook, social worker and janitor with all the other school parents. Approximately six percent of the costs are for foodstuffs; nine percent are for rent, and ten percent for administrative and educational consumables and equipment.

Fees

When parents were asked how much they would or could pay for child care services, responses ranged from \$.00 to \$2.50 per hour (Table XII). The average that a family would pay was \$.97, but the majority of answers clustered around \$1.00 an hour, the mode. The fact that the average was pulled below the mode indicates that more people would pay fees lower than \$1.00 an hour, as a maximum, than above \$1.00. When parents were asked what a more acceptable

TABLE XII

AMOUNT FAMILIES WOULD PAY FOR CHILD CARE SERVICES

	<u>MAXIMUM/HOUR/CHILD</u>	<u>MORE ACCEPTABLE/HOUR/CHILD</u>
Minimum	\$0.25	\$0.00
Maximum	2.50	1.50
Average	0.97	0.63
Mode	1.00	0.50

fee would be, the majority of responses centered at \$.50, the mode, but the average was \$.63, indicating that there was a strong trend for those who would pay above \$.50. Averaging these four fees, an appropriate charge per hour might be approximately \$.75. The cost, then, for a forty-hour week would be \$30.00. At that rate, however, many student parents could not afford full-time care, and we would not be reaching the most needy. A survey printed in The Phoenix newspaper on October 5, 1971, of day care centers in the Boston area indicated that \$25 to \$35 weekly is an average range charged by child care services, with some services which are federally funded charging nothing and others charging over \$40 weekly. Most services, however, did have a sliding scale ranging from \$5 to the total fee.

Last year, based on knowledge of salaries and an understanding of how those salaries were proportioned for family necessities, the Personnel Office suggested the following payments for families with one child who were participating in the KLH-M.I.T. program:

<u>Total Family Income</u>	<u>Payment/Week</u>	<u>Percent of Salary</u>
\$ 75 - \$ 90	\$ 5.00	6%
\$ 91 - \$ 95	\$ 7.50	8%
\$ 96 - \$100	\$ 9.00	9%
\$101 - \$110	\$12.00	9%
\$111 - up	\$15.00 or 13% (whichever is higher)	

A family's second child in the program would cost an additional \$5.00, no matter what the salary range of the family was. Extraordinary family expenses were taken into account to lower family fees.

For other child care programs at M.I.T., the Personnel Office suggests that these rates remain the same where possible, and further suggests child care fees for people with salaries up to \$9,000 per year:

<u>Total Family Income</u>	<u>Payment per Week</u>	<u>Percent of Salary</u>
\$111 - 120	\$14.00	12%
\$121 - 130	\$15.00	12%
\$131 - 140	\$17.50	13%
\$141 - 150	\$19.00	13%
\$151 - 160	\$22.00	14%
\$161 - 170	\$23.00	14%
\$171 - 180	\$24.50	14%

Payment would reach beyond \$24.50 on the same sliding scale for those earning above \$9,000. As with the KLM-M.I.T. program, mitigating family circumstances would be taken into account. Approximately \$5.00 should be subtracted from each family's fee for each additional child, and up to \$2.00 to \$4.00 should be taken off a fee if a person is also supporting parents or relatives or has recently acquired high and unavoidable expenses.

TYPES OF PROGRAMS

In the day care questionnaire, we asked parents to indicate which child care service would best suit their needs, given ideal characteristics in each (Table XIII). We learned that most families require professionally run day care centers leaving parents completely free to work or study. The second need was for nursery school services which we might assume were required by parents who worked part-time, were students, or who felt their children needed the benefit,

TABLE XIII

PROGRAMS WHICH SUIT FAMILY NEEDS

<u>RANK</u>		<u>RESPONDENTS</u>	<u>% OF TOTAL</u>
1	<u>DAY CARE CENTERS</u> The main difference between nursery schools and day care centers is that centers offer full day services and may be open from eight hours to twenty-four hours daily. In addition, because of the length of the day the nurturing function is even more important, the daily activities are more varied, and nap facilities and lunches, which are usually hot, are provided.	27	43
2	<u>NURSERY SCHOOLS</u> Programs are offered for two and one-half to four and one-half year olds for three hours a day, five days a week. The schools offer a staff of professionally trained teachers, a small adult-child ratio (at least 10:1 for four year olds and 7:1 for two and three year olds), an educational program, a safe environment, and snacks.	20	32
3	<u>PLAYGROUPS</u> These are unpaid exchanges of children between parents whereby each parent gives attention to five children one day a week. No payment is involved, and the groups are usually together three hours in the morning.	18	29
4	<u>COOPERATIVE DAY CARE</u> Parents who serve as directors and teachers in the program, with possibly one hired staff assistant, look after approximately 10 children in one specific location, five days a week, full or part day.	10	16

TABLE XIII (continued)

<u>RANK</u>		<u>RESPONDENTS</u>	<u>% OF TOTAL</u>
4 [5]	<u>INFANT CARE CENTERS</u> The components would be the same as in a day care center for older children. However, special permission must be obtained from the Health Department to establish a center.	10	16
6	<u>FAMILY DAY CARE</u> This program centers around a person paid to care for children in his or her home. The family day care home or homes may serve two other pre-school aged children besides his or her own and a reasonable number of school-aged children. The family day care parents receive training and advice from a director and a team of field workers who also distribute a pool of toys and educational equipment, and provide special programs.	9	14
7	<u>INFANT CARE HOME</u> One trained family day care parent works with infants only.	8	13
8	<u>BEFORE AND AFTER SCHOOL CARE</u> For the child whose parents work either early in the morning or into the evening, but who is in school only part of the day, arrangements must be made for before and after school care. This type of program may either be incorporated into a family care home or a day care center.	7	11
TOTAL		115	174*

*Total equals more than 100% because of multiple answers.

if only part-time, of a teaching program involving other children. Parents also strongly supported playgroups where they would take turns caring for a group of children in their own homes one day weekly. The expense, which is nothing, probably was the strong appeal here. Two services were fourth in parents' eyes: cooperative day care, which would cost parents less than a completely professionally run center, but would also consume some of their time, and infant care centers. Family day care, infant care homes, and after-school care were the last three ranked. Lack of popularity may have been due to unfamiliarity most people have with these programs. However, certain needs are defined by the people who did request these services: those choosing the Family Day Care program believed their children needed to be in a close home environment (14%); those parents choosing an infant care home did not want to place their very small children in a center even if it was specially licensed (13%), and those parents who chose care before and after school because their children were school-aged (11%). Since the Family Day Care program is actually made up of all of these components, we can add the percentages of parents wanting care in a home for infants, young children, and school-aged children together to form 38% of the respondents who require some form of home care. This would make a family day care program for all ages the second most popular.

SUMMARY

General goals for child care services, developed through national surveys and study, are to meet the physical and emotional needs of children, to aid them for future learning, and to free them to be themselves.

Parents in the M.I.T. child care questionnaire prepared by the

Planning Office and Day Care Work Group include a healthy mix of specific goals and criteria concerning the needs of the child, the parent, and the total family unit. Parents wanted children to learn to relate to each other in a service which would be close to home, available at all hours needed, and involving parents. They would not use an expensive service in an inconvenient location which offered only custodial care or had a staff which could not relate to children or parents.

Each child care service should set up a parent operating committee to work with a board of directors. Representatives of the operating committee and staff of the services should be voting members of the board, since parents and staffs have indicated a strong desire to be involved in policy forming and daily operations.

Each service should hire the appropriate number of administrative staff, so that all proper functions may be carried out. A program of 75 or more children should employ both an administrative and educational director.

Teachers are one of the most important components of programs. Relevant training and experience for the staff is desirable, but not mandatory; sensitive and sincere teachers are most important. However, teachers must also have time to be themselves in relating to children. Few non-child care duties should be imposed on them. Reasonable vacations should be given and rest times during each day should be allotted.

Teachers and parents should work out various ways to relate to each other, whether it be parents aiding in classrooms or occasional meetings.

Facilities with appropriate space and type of rooms are important components of good teaching workability. Large playgrounds and creative equipment enhance children's development. No matter how large a space is or how many adults work in one program, adults respond better to each other and to children when a facility holds approximately 45 children at one time.

M.I.T. parents require child care services from 8:00 a.m. to 6:00 p.m. and also during emergencies. They require a service two, three, and five days weekly. More than half the parents answering the questionnaire needed 52-week care; more than one-third required 32-week care; and a small percentage required 38-week care.

In terms of child care location, most people indicated a spot near their living quarters (Eastgate and Westgate), and, as an alternative, a central location such as the Student Center area. Parents were concerned that all needy M.I.T. parents be served first, but they would like their children to be in a program with other residents of the surrounding cities.

Student parents live near enough to campus to easily bring their children and others' to an on-campus service. Employees, however, do not. Thus some transportation difficulties will arise.

Costs for full-day child care may run up to \$2500 per child per year of which 75% is for staffing. Most parents feel they can afford \$.50 hourly for this child care, although some can afford nothing and some \$2.50 hourly. Most services in the Boston area have a sliding scale.

The majority of questionnaire respondents, who were mostly

students, needed services of a full day care educational center. The next highest need was for family day care homes for infants, toddlers, and school-aged children. Nursery school was third, playgroups fourth, and cooperative day care fifth.

RECOMMENDATIONS

1. The Institute should consider establishing child care services to suit as many needs as possible, such as structured and unstructured programs, nursery school and full day care, programs which require parent involvement, and programs which require payment only.
2. Parents should be involved in the planning, policy-making and operations of child care services.
3. The proper number of staff members must be hired to carry out successful programs:
 - a. A director and secretary for a program of 25,
 - b. A director and full-time administrative assistant for a program of 50,
 - c. An administrative director responsible for overall policy, an assistant director responsible for child care and teaching, and a secretary bookkeeper for a program of 75.
4. The Institute should investigate the costs of purchasing a child care bus or adding routes to present shuttle bus services.
5. Sliding fee scales should be used for child care programs where appropriate.

5. PLANNING PROPOSALS

Up to this point we have looked into the needs of the M.I.T. community and the rationale for serving those needs. We have posited that it would be possible and should be probable to serve the number of people requiring child care at M.I.T. on a relatively small scale, and we have given an overview of what features such child care services should contain. We will proceed now to examine the program structures which can encompass those features most economically while being beneficial to children and parents: an administrative structure for child care programming, a day care program, a formalized family day care program, and blueprints for cooperative care and playgroups.

ADMINISTRATIVE STRUCTURE

Since we are about to suggest many types of child care programs, it is most important that we set up an administrative structure at M.I.T. with clear organization and authority dimensions in which those programs can function.

An M.I.T. Child Care Advisory Group

A structure which encourages a board of directors and an operating committee for each service would be cumbersome and unworkable. Instead, each service should establish a parent operating committee which selects a representative

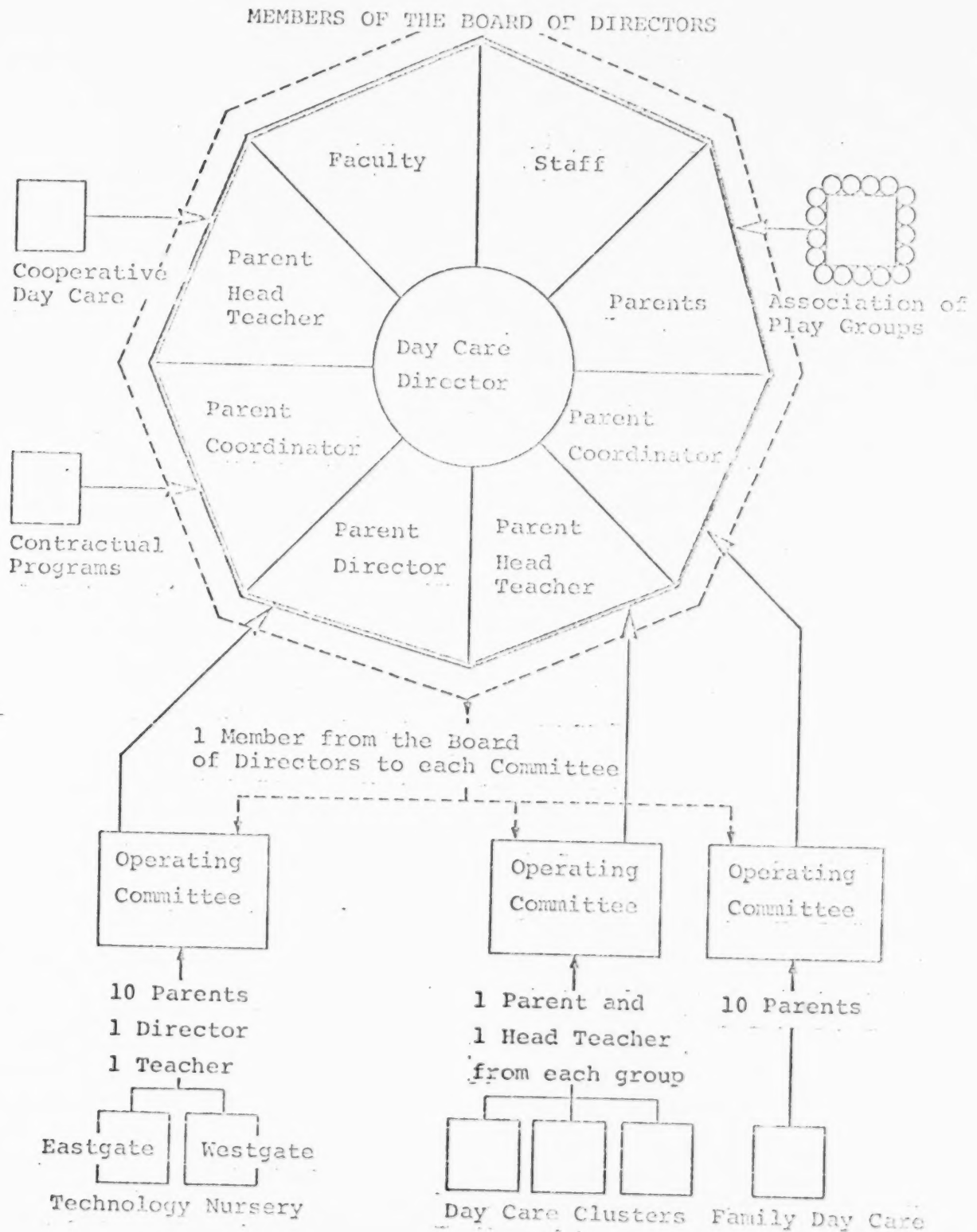
to serve on a formal or informal advisory group. At the start the group should be composed of members of the M.I.T. Day Care Advisory Board and the Technology Nursery School Board strongly interested in working with all Institute programs. An effort should also be made so that individuals in this group represent each sector of the Institute community - personnel and students, academic and corporate - and also are able to offer expertise in financial matters, physical planning, administrative procedures, educational development, health and social work.

Along with one parent from each operating committee being a member of the group, either a director, coordinator or teacher from each should also represent that service. Members of the group, not representing a service, might be asked to serve on each parent operating committee to closely understand proceedings and offer advice where helpful. Services which do not have parent operating committees should ask a parent to represent them in the advisory group, and the service's coordinator or head teacher should also be involved in the group. Such programs would be contractual arrangements like the KLH-M.I.T. program, where parents participate within the particular center's framework, or cooperative programs where every parent is involved in daily planning. Because general activity in child care will increase, we can foresee informal arrangements of playgroups originating where parents alternate in caring for four to five children in each others' homes. If loose associations of playgroups are formed for exchange of information and ideas, one member of such an "association" should also be a member of the advisory group. In time, the group may become an M.I.T. Child Care Advisory Board.

Chart II on the following page depicts the interaction of parents, personnel (directors, teachers and coordinators)

CHART II

INTERACTION OF PARENTS, PERSONNEL AND BOARD MEMBERS



and Board members at the potential height of child care programming at the Institute with Nursery School, Group Day Care, Family Day Care, Cooperative Care, Contractual Programs and Playgroups represented.

Administration and Coordination

The Institute should maintain its child care ties within its different departments. The Office of Student Financial Aid and the Personnel Office are strong focal points for their constituents. With increased and equal benefits being sought by minorities and females, employees and students, both those offices must remain sensitive to the pressing needs of groups they serve. Because these offices have other concerns as well, their duties should be lessened by appointing an Institute director of child care programs (Appendix VIII, "Division of Child Care Duties").

A Child Care Director

One person should oversee all programs, even if that person is more directly involved in the procedures of some than in others. Some of the beneficial effects from the Planning Office's efforts to concern itself with all child care services on campus are an avoidance of duplication, processing of information, and a lessening of confusion for parents. For instance, we were able to quickly find people who were registered for two concurrent programs or who were receiving grants from two programs; we have been able to recommend more suitable programs to individuals uncomfortable with present arrangements, and because we are in constant contact with parents, we have been able to present parent feelings to coordinators of certain programs to explain low attendance or enrollment.

Often people who are closely administering a program do not have time to survey the broad range of opinion needed as an input to make a service successful.

M.I.T. should support a Child Care Director who can be the primary source of information at the Institute, who will direct people to available services, be in charge of placement where appropriate, and save parents many frustrating calls. The Director should represent the Institute at child care functions accompanied by individual program coordinators or representatives where appropriate. She/he should call on the M.I.T. advisory group and prepare agendas based on the latest projects and topics of importance suggested by individual program coordinators and parents. The Director's office should serve to centralize buying of insurance, equipment, supplies, and toys in bulk, where helpful. The Director should aid with fund-raising for all the components and maintain contact with the Federal Government for applicable grants. The Director should facilitate communication among the groups and, while encouraging individual program newsletters, maintain and distribute information of general value to all programs. The Director should work with the Planning Office to develop new programs and introduce innovative techniques. The Director should have the necessary architectural, educational and design support and should work with a Family Coordinator. The job descriptions calls for a salary between \$12,000-\$13,000.

Architectural, Educational and Design Support

Educational support from groups within the Institute, or outside consultants, are needed to help develop curriculum for the Day Care Center, advise on equipment and train new teachers for full day group care. This support is also necessary to help the Family Coordinator suggest program schedules to parents in Family Day Homes, and to help the

Director in advising cooperatives and playgroups. Architectural and design support is needed for initial renovations of the Day Care Center and the purchasing of large equipment. Approximately \$3,000 should be allocated to this effort.

Family Coordinator

Without the Family Coordinator to match the 100 or so families needing care, to help set up enrichment programs to fulfill their needs and to oversee the Family Day Care Homes, the Director will never have time to perform administrative duties.

Particular expertise in each field, administration and education, is necessary to child care services already responsible for 125 children. The time alone involved in dealing with that many people necessitates at least two administrators and support staff, such as recommended by the Abt researchers. When the numbers of children and cash flows become large enough, a service must seriously be treated as a business enterprise.

Where should the Child Care office be?

1. Since many child care programs involve people needing a service because they want to work, or people wanting to care for children as their line of work, the Personnel Office is a logical place, especially since it has coordinated the KLH-M.I.T. program.
2. Because the Planning Office has developed many of the programs and has consulted with all of them, this office might be a logical choice, particularly if the Child Care Director continues to work on the development of new programs and updating of old.

3. A third suggestion is the Student Financial Aid Office, which has been coordinating the Family Day Care Program. However, although the Family Day Care Program serves the total Institute community, many employees might become confused if a Director for all programs serving all people worked from an office set up for students.
4. The three offices mentioned above, which are already coordinating programs, report directly to the Vice President for Administration and Personnel. Setting up a special office directly under this Vice President would allow clear visibility to decision-makers, facilitating quick and direct action, and also to those needing child care, resulting in immediate service.
5. Another possibility on this level would be to establish an office with the Vice President at large whose many duties often concern issues relating to child care: M.I.T. housing, off-campus housing, community and student requests and relations.
6. Consideration should be given to a position set up under the Dean for Institute Relations, a title which may be broadly interpreted. Presently, the activities of this Dean span the interests of the Institute community and beyond: he is Chairman of the Equal Employment Opportunity Committee which deals with minority and women faculty, staff, and employee recruitment, and undergraduate and graduate student recruitment and admissions; he is Chairman of the Compton Seminar Committee which is responsible for Institute-wide seminars on

current topics relevant to education and society; and he is serving on the M.I.T. Special Task Force on Education, the Academic Council, and the Steering Committee of Health Services and Technology, an advisory group to the joint Harvard-M.I.T. Medical and Technology Program.

7. Thoughtful consideration should also be given to placement of a Child Care Director in the new office of the Special Assistant for Minority Affairs. Parents' Rights should be given equal consideration with Minority Rights.
8. The Ad Hoc Committee on Women and the Women's Forum are proposing positions for women who will guide educational, employment, parental, and female concerns. An office with these concerns would also be a logical choice, although child care, to be emotionally stable, must be everyone's concern, not women's alone.

We would recommend the Office within Personnel and strongly suggest that it be given clear visibility and the mandate to make policy and budgetary decisions on child care matters.

A DAY CARE CENTER

Goals

The Day Care Center will serve those people who believe a full day supervised by professional teachers is necessary for their children; those parents who must work or study and cannot be freed at least one day weekly to aid teachers

in a cooperative; those children with no other peer-group playmates in their home area; and those children whose activity needs would be confined in a family day care home.

Decision-making

Decisions will be made by the M.I.T. Child Care Director consulting with an M.I.T. child care advisory group and the parent operating committee of the Center.

A Parent Operating Committee should address itself to daily decisions and adult programming involving full or part-time child care needs. The Committee should work with the Family Day Care Parent Operating Committee.

Administrative Staff

The administrative work of this joint program should fall under the direction of the Child Care Director. On the educational level, support services should be sought to develop curriculum and teacher training, along with parents and teachers in the program. Although the Director will oversee the educational program, it should be carried out by the head teacher.

In-Kind Support Services

The day care component should avail itself of the same support services as the Nursery School: the M.I.T. Medical Department, Social Work Service, and Cambridge Guidance Center.

In addition, parent sessions in the evenings or at lunch time should be continued on topics such as nutrition, child development and child psychology, to name a few, which professors and doctors in the Institute community might lead. These sessions may include parents and teachers of all Institute child care programs, or they may be smaller groups with parents and teachers of just one program or classroom talking about problems peculiar to a group.

Facilities

Facilities for a day care component would involve building a small center or renovating an existing space. Basic yet interesting structures have been built for children at \$19 per square foot, including site preparation, fees, and furniture.

Although Massachusetts law requires a minimum of 35 square feet of indoor space per child, excellent child development programs often offer an average of eighty square feet of indoor space per child, and good programs can accommodate children at fifty to seventy square feet depending on the layout. For seventy square feet per child at \$19 per square foot, costs would be \$330 per child or, on a twenty-year mortgage at 9% interest, approximately \$144 per child per year, an additional \$2.77 per week. This cost is consistent with the national average of estimated annual rental costs, which is \$150 per child per year.

Renovating an existing space would more easily suit parent needs at M.I.T., since this is less expensive. General purpose rooms with or near lavatories exist in many buildings. A most logical room would be the Sloan Lounge in Eastgate. This lounge is occasionally used for seminars and is now one of the areas available for student rest

and recreation. It is the same size as, and directly opposite to, the Technology Nursery School which connects to it through two rooms used by the Nursery School. May, 1972 estimates from the Physical Plant Department for renovating the Sloan Lounge are:

1. Partitions for the Sloan Lounge.

Estimated cost: \$1350 (including painting and hardware)

2. Purchase and install two (2) smoke detector and bell assemblies, one (1) assembly in each room.

Estimated cost: \$600

3. Four (4) bookcase storage units similar to existing units in the Nursery.

Estimated cost: \$400

4. Cabinet work on east wall (shelving, counter and storage space).

Estimated cost: \$500

5. Miscellaneous hardware changes.

Estimated cost: \$65

6. Lower existing sinks.

Estimated cost: \$50

For the work outlined in items 1) through 5), the total estimated cost is \$2,965.

This renovation should be part of the 1972-73 budget for Institute Space Changes, thus saving parents the burden of cost amortizations which would have to be subsidized

through grants for tuition in order for many parents to afford the weekly costs.

The Institute should maintain this additional space, as it now does for the Nursery School, absorbing costs of heat, electricity and gas. Use of the Sloan Lounge would be advantageous in many respects. The space is large enough to be divided into many areas for different activities and different age groups. The rug should remain on part of the room for good acoustical space which can be a quiet reading or music listening area, and a tumble place. The large, soft furniture can be used for climbing and tumbling, or as curling-up structures.

Equipment

The Institute should also make a gift of the initial large furniture and equipment needs of the Sloan Lounge. Some of the furniture in the Lounge should remain, such as a couch, some large stuffed chairs, large pillows and also a table and wooden chair for use in the kitchen. Items necessary for purchase are:

Rocking Boat	\$27.50
Vari-Play Set (Indoor Climbing apparatus)	49.50
24 Double Blocks, 8 Hollow Blocks	174.00
20 Cots @ \$20	290.00

Housekeeping Play Unit	140.00
2 Easels @ \$20	40.00
3 Tables 24" x 60" x 20" @ \$55	165.00
24 Kiddy Chairs @ \$20	480.00
5 Large Floor Cushions @ \$5	<u>25.00</u>

TOTAL INDOOR EQUIPMENT	\$1391.00
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Outdoor Equipment:

5 Large Wagons @ \$25	125.00
5 Tricycles @ \$25	125.00
Playground Equipment	<u>800.00</u>

\$1050.00

TOTAL	\$2441.00
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Operations

Selection of Children:

Since the pilot program we propose should begin on a modest scale to test Institute capacity to serve child care needs, the selection of children for the Center should be based on the priority system described in Chapter Four, which, in brief, is:

1. readiness of the child,
2. availability of other arrangements which might better suit a given child or family,
3. financial need (present and future),
4. psychological need (for families and children having difficulty coping with their new environment),
5. professional need (for parents who want to execute their talents and fulfill the goals of their education).

The following two should be added when necessary:

6. others in the M.I.T. community, and
7. the Cambridge and Boston community based on the first five criteria above.

Those children in the KLM Center would fit these requirements foremost. A number of parents who can afford the full tuition should also become part of the program, both to subsidize costs and create a diverse classroom population.

Schedules:

The Center would be open from 8:30 a.m. to 5:30 p.m. for 52 weeks yearly. Parents would only be expected to pay for 50 weeks, thus allowing a two week vacation. The program would be available to 2 3/4 year olds to five year olds.

Scheduling Teachers:

Because of the long hours, the number of children in one place, and the low pay relative to other professions, we suggest hiring at least three full-time teachers who would be aided by three work-study students for a total of 45 hours weekly.

Teachers would be hired by the Child Care Director working with parents. A head teacher, earning \$8,320, would be in charge of the curriculum and teacher training at the Center, in cooperation with the Child Care Director and parents. An assistant teacher, who would care for a particular age group, would earn \$6,500. Helping both teachers would be an aide, earning \$5,200, and work/study students earning \$2.00/hour, of which the Federal Government

would pay 80% and the Day Care Center 20%. Salaries are based on an eight hour day. Six hours are spent in the classroom, and the remainder in preparation, conferences, and cleanup. Staggered schedules for teachers are necessary, and teachers, aides and students should arrive between 8:30 a.m. and 11:30 a.m. and begin leaving between 2:00 p.m. and 6:00 p.m. At least four adults would be present at lunch time which is most hectic.

Teachers should receive four weeks paid vacation, but only one teacher should be absent from the Center at one time.

Parent Involvement:

Parents and teachers should work out methods to increase parent participation, either in the classroom or in helping with administrative duties. This participation will have a number of desired effects:

1. It will enhance the staffing pattern, allowing adults closer interaction with individual children;
2. Parents will have an influence in the upbringing of their children, in addition to the evening and weekend hours spent with them;
3. Teachers will better understand parent desires for their children and parents will better know the daily workings of the programs.

We must work with the Personnel Office to determine how parents working at the Institute might participate in child care programs by considering innovative arrangements such as one position filled by two part-time workers, four-day weeks, where possible, and paid child care duty, just as we pay for jury and military leave.

Meals:

Children should bring their own lunches, and snacks and hot soup should be provided by the program.

Transportation:

Transportation is not planned at this time for the program, but the Director should help parents form car pools.

Costs

To the Institute:

The total capital investment for a Day Care Center would be approximately \$5,500 for facilities and equipment. We should note that Tufts University has recently expanded its day care center at a cost of \$10,000, and Tufts will continue to support that Center's rent and maintenance.

Upkeep for the Sloan Lounge including utilities would remain as at present: \$2,550, based on 1.21% of the floor space of Eastgate, as allocated by Campus Housing. The floor space was a gift and not part of the Eastgate amortization structure; therefore, rent is not included as a cost.

Costs for program administration is a part of the total child care program at M.I.T. and will be covered later.

To Parents:

Parents would assume costs of the teaching staff, a total of \$25,256, as well as equipment repair and replacement,

educational supplies and food for \$1751. Tuition for a program with 17 children would be \$30.00 per child, providing the Institute continued to subsidize maintenance and utilities.

Fees for Parents

We explained in Chapter Three expected weekly payments for child care based on income. Starting at a family income of approximately \$75.00 - \$90.00 weekly, or \$3,900 - \$4,680 yearly, a family would be asked to pay \$5.00 weekly, which is \$0.13 hourly for 40-hour child care in the Day Care Center. Starting at that rate, in Table XIV, fees would rise slowly up to \$40 weekly, or \$1.00 hourly, for those earning over \$12,000 annually. Every child hour over \$0.75 will help subsidize those paying \$0.73 or less.

In 1971-72, the Nursery School charged \$0.75 hourly to non-students who comprised 59% of the total. The remaining 41%, who are students, paid \$0.53 hourly. Under the proposed program, only those student families whose joint incomes reach \$8,060 would be paying that hourly fee of \$0.53.

Payments should be made on an hourly basis to allow flexibility.

We are always faced with the problem that there will not be enough people paying above \$0.74 to support those below it, but during the first year of operation, we would ask the Institute to help subsidize the Center until an equilibrium is found.

TABLE XIV

PROPOSED PARENT FEES BY COMBINED INCOME

WEEKLY INCOME	WEEKLY PAYMENTS FOR 40-HOUR CARE	PERCENT OF SALARY	HOURLY PAYMENTS
Below \$75 - 90	\$ 5	6	\$.13
\$ 91 - 95	7.50	8	.18
96 - 100	9	9	.23
101 - 110	12	9	.30
111 - 120	14	12	.35
121 - 130	15	12	.35
131 - 140	17.50	13	.44
141 - 150	19	13	.48
151 - 160	22	14	.55
161 - 170	23	14	.58
171 - 180	24.50	14	.61
181 - 190	26	14	.65
191 - 200	29	15	.73
201 - 210	31	15	.78
211 - 220	34	16	.85
221 - 230	36	16	.90
231 up	40	17	1.00

In addition, parents will find tax relief for child care this year and thus can better afford the costs of care. Recent Internal Revenue Service rulings for 1972 allow families earning less than \$18,000 to deduct from their total income up to \$200 monthly for one child, \$300 for two children, and up to \$400 monthly for three or more children.

Experience in the Tufts University Day Care program should also prove useful. There, using a subsidized fee scale which starts at \$5.00 and goes up to \$37.50, the Center is breaking even. At the Harvard Law School day care center, all families must pay \$30.00 per child, plus additional fees, but the center has been undersubscribed because that is too large a figure for everyone.

In Appendix IX is an alternative program which might be less expensive and more flexible, but it is not feasible at present because of the current structure of Institute child care, as well as the time of year in which we would begin operations. It might be considered for future expansion.

A FORMALIZED FAMILY DAY CARE PROGRAM

Because none of the volunteer aid given last year to the Family Day Care Program will be available for 1972-73, it is necessary to support a permanent staff and administrative costs in addition to underwriting equipment, books and toys, and increasing publicity.

Administrative Staffing

We shall assume that a Child Care Director and educational services will be supported. We further suggest permanent arrangements for a Family Coordinator. The present Family Coordinator, who was a volunteer, has worked with the Student Financial Aid Office and the Social Work Service.

Her particular duties in the Family Day Care Program, which must be continued, were to:

1. Work with the Child Care Director in an outreach program to bring parents into Family Day Care,
2. Help working parents choose Family Day Care Homes for their children,
3. Visit all family Day Care parents in their homes,
4. Work with parents encountering difficulties with their child care arrangements,
5. Help in changing day care homes where necessary, and
6. Be of general service and support to all parents.

The Family Coordinator should be hired on a half-time basis for \$4,500.

Facilities

Since many Family Day Care Parents have not wished to work full-time in their homes because they lose contact with the rest of the world, we suggest making permanent arrangements semi-weekly for a room which can be equipped with large toys during that period, and where five or six parents may come together. These sessions may also be used as child development learning sessions.

Equipment

In addition to the bulk of used play and educational materials which should be collected from toy drives, the service should maintain its own collection of carefully thought out educational items which might be shared by parents who join a "toy library."

The cost would be \$500 for new equipment and supplies, for a program of 50 children (25 children of Working Parents plus the 25 children of the Family Day Care Parents). The cost will diminish as some large, sturdy equipment is obtained which can be reused yearly. However, \$250 will have to be used yearly for maintenance and replacement. The Abt report produced an estimate of \$35 per year per child in any child development program for educational consumables alone, and \$40 per child yearly for maintenance, repair, and replacement of large equipment. At M.I.T. the cost will be lessened by donations, and the expectation that Family Day Care and Working Parents will supply much of their own materials. The Technology Dames have offered to run a toy collection day at M.I.T.

Operations

Transportation and Trips:

If money is not available for purchasing a bus, nor can arrangements be made with existing shuttle bus services at M.I.T., a reimbursement to driver plan might be less expensive. Parents who transport children to and from a service or home, and also drive children on special trips, could be reimbursed at \$0.08 per mile. Problems, however, will arise in those areas where there are not enough parents with cars available for assistance. The program might then hire a part-time driver at \$2,500 who owns a small Ford or VW bus and would consent to drive to these areas.

Publicity:

The success of a Family Day Care Program is, to a large extent, dependent upon the number of Day Care and Working Parents involved. There should be enough Family Day Care Parents in locations accessible for Working Parents, and

there should always be enough Working Parents' children needing care at the times when Day Care Parents wish to care for them. Although the newspapers, radio, and posters are good media for reaching people, nothing comes into an individual's hand quite so well as an individual letter. An Institute-wide mailing to M.I.T. offices and departments would cost \$120 for printing and delivery, and a special mailing to graduate students only at their homes would cost another \$300. Publicizing meetings and forums which bring people together increases program involvement. Posters announcing forums printed and distributed to Institute offices would cost \$20 monthly for nine months (following the academic year). The Association of M.I.T. Alumni has contributed \$150 as a beginning to this effort.

Food Services:

During day long orientation meetings, sandwiches, fruit, cookies, and beverages should be supplied, and during monthly meetings, beverages and cookies. Lunches would cost approximately \$35 for 25 people, and beverages and cookies, \$12 for 25 people and their children.

Insurance:

There are no specific insurance policies available at this time, although different child care programs have had their own group policies written up. For example, the Women's Industrial Union (WIU) has a policy which insures children while participating in day care home activities against accident up to \$3000 and sickness up to \$2000 at a cost of \$2.50 per child. Liability coverage insures the WIU and

monthly meetings, beverages and cookies. Lunches would cost approximately \$35 for 25 people, and beverages and cookies, \$12 for 25 people and their children.

Insurance:

There are no specific insurance policies available at this time, although different child care programs have had their own group policies written up. For example, the Women's Industrial Union (WIU) has a policy which insures children while participating in day care home activities against accident up to \$3000 and sickness up to \$2000 at a cost of \$2.50 per child. Liability coverage insures the WIU and everyone involved in the Family Day Care Program while engaged in day care activities at \$20 per home. Since many programs are too small to obtain group policy, the Cambridge Day Care Association is seeking ways to consolidate a total insurance program for all child care services in this city. M.I.T. students and employees, however, have the option to insure their children on their own policies. We must continue, then, to look into ways to insure homes and parents against liability without great cost to parents.

Grants

A special fund should be set up for parents who are unable to afford family day care fees. For employees, the income basis for fees outlined for the Day Care Center should be used here.

Costs

Besides the general administrative overhead, to be covered later, costs to the Institute would include \$4500 for a Family Coordinator, \$500 for toys and books for the first year and \$250 for replacement, \$500 for publicity, printing and information and \$120 to \$200 for food services at meetings. Consideration should also be given to transportation services at either \$3600 for a driver plus insurance and expenses or \$300 for parents reimbursed at \$0.08/mile.

COOPERATIVE CHILD CARE PROGRAMS AND PLAYGROUPS

Overview

Cooperative Care and Playgroups are established to offer an interesting experience for children to play among peers; while parents, who work part time or who have flexible schedules, may contribute time and effort rather than money. In cooperative programs, parents serve as volunteer "teachers" with the help of a professional director or head teacher who is paid. In playgroups, parents are the

sole staff. Both programs are informally administered, especially the playgroups. Care may be in one place, or in alternating parents' homes. Parents donate money for toys and equipment, and arrange their own schedules for participation with the children. Costs of cooperative care range between \$8.00 and \$18.00 per week per child. Actual monetary costs for playgroups are nothing, but many in-kind services are rendered, including homes used as play areas. Since playgroups are mainly informal arrangements among parents, the following relates primarily to cooperative care, unless otherwise noted.

Staff

Administrative:

Administrative tasks can be performed by a full-time director or head teacher, or by individual parents. If there are many cooperative groups on campus, one director might administer all of them.

The administrative duties of such a program include:

1. Contacting prospective parents,
2. Organizing classroom schedules and parent meetings,
3. Coordinating volunteers,
4. Responsibility for information, publicity, and bookkeeping, for procuring building equipment, and maintaining toys and supplies,
5. Fulfilling licensing procedures, and
6. Advising and administering on a daily basis.

Teaching:

Parents in some cooperative programs hire one or two professional teachers for educational care in the morning,

and parents supervise play in the afternoon. Another arrangement would be hiring a full-time teacher who works with parents in carrying out educative activities. If funds are low, one professional teacher may be hired to work with parents and children during mornings only, while parents supervise free afternoon play.

Adults working as teachers should participate in Family Day Care learning sessions and orientation meetings. Their "training" should also include visiting day care centers and nursery schools and attending workshops and conferences offered by child care organizations. Parents should be encouraged to participate in pre-school education seminars at nearby universities.

Students, senior citizens, Technology Matrons and Dames, and student teachers from nearby training colleges might also be asked to assist in supervising or teaching children.

Support Services

Any on-campus child care service should receive the same medical and mental health care as other programs here, so that:

1. Children are immunized,
2. Children, teachers, and parent aides are certified to be in good health,
3. Emergencies and accidents in each cooperative group can be quickly attended to, and
4. Problems in social relations among children, staff, and parents may be overcome.

Facilities

Unless space, utilities and maintenance are donated, parents

would have to pay approximately \$250 to \$300 per child for occupancy on a yearly basis. If space is donated, but heat, electricity, gas and maintenance must be paid, parents would have to pay approximately \$130 of the \$280 per child per year.

Equipment and Materials

Since we are considering a small cooperative situation with people in close contact with each other, it seems quite feasible that administrative materials will be less than in a larger, more formal situation. The Technology Nursery School, which is partly cooperatively administered and partly professionally, has an average administrative budget per child of \$55, which is two-thirds the national average, as noted by the Abt report.¹³ With a full cooperative arrangement, we could consider two-thirds of the Nursery School budget or \$37 per child per year. This would include insurance, telephone, paper, stamps, etc.

For educational equipment and materials, we shall assume constant donations of computer printout paper, nibbled pencils, toys and other equipment and consumables. However, the Technology Nursery School, a great receiver of these donations, still maintains a budget of approximately \$60 per child for a 38-week year, which is four-fifths of the national average.¹⁴ Four-fifths of Nursery School costs would be \$48 per child per year in a full cooperative, and would include replacing and maintaining equipment.

¹³Abt Associates, op. cit., pp. 53-68.

¹⁴Ibid.

Operations

Selection of Children:

Ideally, children in each cooperative child care group should be within one year of each others' ages. Peer age groups allow adults to more easily allot equal amounts of time to each child and prevent sibling-type rivalries. The number of existing groups will depend on parents' need and available spaces. In order to divide costs among the most people and still maintain a reasonable size, each group should consist of between ten and twenty children. In a group of ten, each parent would spend one day weekly with the children, and the group of twenty would require half days weekly per parent. Acceptability for a group would be based first on parents' ability to work in the program with children and the other adults and then on the priorities set forth in Chapter Four.

Schedules:

Hours would be determined by each group with consideration for a maximum use of available spaces.

Meals:

Children should bring their own lunches. The program should, however, provide cold juice and milk, and hot soup during the winter. These food costs should be borne by parents, and subsidies from the government lunch program should be sought.

Licenses:

Any program with more than three unrelated children requires

a license obtainable from the Massachusetts Public Health Department.

Insurance.

Insurance policies should fall under the same cover as either the Family Day Care Program or the Day Care Center, whichever is applicable.

Costs

Costs for a program of twenty children with two professional teachers or ten children with one teacher are approximately the same when rent and maintenance are donated:

ESTIMATED ANNUAL COSTS FOR A 52-WEEK
COOPERATIVE CARE PROGRAM FOR TWENTY CHILDREN

<u>Category</u>	<u>Total Cost</u>	<u>Cost Per Child</u>
A. Staff		
2 teachers @ \$7200	\$14,400	\$720
B. Facilities - donated	-	-
Maintenance and utilities - donated	-	-
C. Equipment and materials		
Administrative	740	37
Educational	960	48
D. Other (snacks)	560	28
	\$16,660	\$833

If parents hired two teachers for mornings only, annual costs for the program would be lessened by \$7200, or to \$473 per child per year.

Fees

Weekly fees would be \$16.02 when a program includes two full-time teachers, and \$9.10 for two half-time teachers.

SUMMARY OF ESTIMATED COSTS TO THE INSTITUTE FOR PROPOSED PROGRAMS

The cost summary on the following page includes a Family Day Care Program which could serve between fifty and 100 children and a Day Care Center for seventeen children. A number of cooperative child care programs and play groups could also be set up by the Program Administration. Total costs are broken down to those costs not covered by parent paid tuition. It is recommended that the Institute support these latter costs. A detailed analysis of the operating budget is given in Budget Analysis A. A Comparison of the proposed Day Care Center costs to the national average is given in Budget Analysis B. No such analysis is given of the proposed formalized Institute Family Day Care Program because of its uniqueness.

TABLE XV

SUMMARY OF ESTIMATED CAPITAL COSTS AND ANNUAL OPERATING COSTS TO M.I.T. FOR FAMILY DAY CARE (50-100 children) AND A DAY CARE CENTER (17 children).

	CAPITAL BUDGET		OPERATING BUDGET	
	Total	M.I.T. Expenditure	Total	M.I.T. Expenditure
Program Administration*			26,517	26,517
Teaching Staff			25,256	0
Facilities	3000	3000	0	0
Equipment and Educational Supplies	3000	3000	2,001	250
Administrative Supplies and costs			1,000	1,000
Grants to Parents			10,000	8,000
TOTALS	6000	6000	64,774	35,767

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* Would also be available to help set up cooperative child care and play groups.

TABLE XVI

DETAILS OF OPERATING BUDGET

BUDGET ANALYSIS A.

Program Administration

Child Care Director	12,000
Family Coordinator (1/2 time)	4,500
Secretary (1/2 time)	3,600
Benefits - 17%	3,417
Architectural and Educational Support Services	<u>3,000</u>

26,517

Teaching Staff (Day Care Center Only)^{1.}

Head Teacher	8,320
Assistant Teacher	6,500
Aide	5,200
Benefits - 17%	3,404
Work/Study Students	832 ^{2.}
Substitute Teachers	<u>1,000</u>

25,256

Facilities (Sloan Lounge)^{3.}

(Cleaning, Heat, Electricity)	(2,550)
(Playground) - - -	<u>(25)</u>
	(2,575)

Equipment, Repair and Replacement
and Educational Supplies

Day Care Center (includes snacks)	1,751
Family Day Care ^{4.}	<u>250^{5.}</u>

2,001

Administrative Supplies

Publicity and Printing	500 ⁶
Office Supplies	300
Food Services	<u>200</u>

1,000

Grants to Parents

Center Care	9,000 ^{7.}
Family Day Care	<u>1,000^{8.}</u>

0

Notes to Budget Analysis A:

1. Fees for Family Day Care Parents are negotiated and paid among participating parents.
2. The Institute would have to allocate work/study money for the summer months for this particular program to maintain its personnel cost savings.
3. These amounts are allocated by the Campus Housing Service as 1.21% of the Eastgate budget, since the Lounge is approximately 1,700 of the 140,850 square feet of the building. However, these are not costs included in other Institute budgets.
4. Most of the materials and equipment in the Family Day Care Program are supplied by participating parents. The amount asked would insure the upkeep of a special educational toy and book library.
5. \$250 is covered for 1972-73 only, by a donation from the Graduate Student Council.
6. \$500 is covered for 1972-73 by donations from the Graduate Student Council and the Association of M.I.T. Alumnae.
7. Approximate amount needed to subsidize all children presently in the KLH-M.I.T. contractual program, if they were to use a program which cost \$30/week/child and were to pay their present share.
8. \$1000 is covered for 1972-73 only, by donations from Technology Dames and the Office of the Dean for Student Affairs.

9. Without subsidy grants, the Day Care Center would serve mainly those who could afford \$30/week/child, providing the Institute subsidized utilities and maintenance, as it does for the Technology Nursery School. Without grants or that utilities and maintenance subsidy, parent tuition would be \$40/week/child. Without grants and with that utilities and maintenance subsidy, and a charge of \$40/week/child for parents jointly earning above \$12,000, every dollar paid above \$30 could be used as financial aid to those parents who cannot afford \$30. We strongly suggest that the Institute consider using \$5000 of Mellon Fund money to subsidize those parents who were at KLM, as a transition stage.

BUDGET ANALYSIS B.

Comparison of proposed Day Care Center Costs per Child to
National Average^{1.}

<u>Per Child Costs</u>	<u>Institute</u>	<u>National Average</u>
Teaching Staff ^{2.}	1486	1300
Program Administration	394 ^{3.}	430
Facilities	340 ^{4.}	294
Educational Materials and Supplies	75	75
Administrative Supplies and Costs	59	84
Feeding	28 ^{5.}	276
Health	0 ^{6.}	33
	2179	2492

Notes to Budget Analysis B:

1. Based on cost estimates from A Study in Child Care by Abt Associates, Inc., Cambridge, Mass., 1971; and "Minimum Salary Scale for Cambridge Day Care Centers," unpublished paper by the Cambridge Day Care Association, 1971.
2. Includes basic salary only, not benefits, since they vary widely.
3. Consists of 1/3 of the salaries of the Day Care Director (\$4000) and Secretary (\$1200) and half of the support services (\$1500).
4. As allocated by Campus Housing for 1.21% (percent floor area Sloan Lounge/Eastgate) of Eastgate budget. Includes maintenance, utilities, playground upkeep and what might be rental cost. The lounge, however, was a gift and not part of Eastgate rental structure. Thus, nowhere else is it included in costs to M.I.T.
5. In the M.I.T. program, children would bring their own lunches; and juice, hot soup and milk would be provided.
6. Students and employed persons would use their Institute health insurance plans.

6. EPILOGUE: QUESTIONS FOR THE FUTURE

By addressing varying concerns at different times, the Institute has benefitted many segments of the lives of employee, faculty, staff and student families here. We have been concerned with pre-school children, with school-aged children during the summer only, and with children of college age, but gaps remain which must be investigated, lest we are without answers when an immediate need confronts us.

Schooling

What shall we do with our five to six year olds who have grown up with friends in the Nursery School, yet have one more year to spend at M.I.T.? Should they be forced to adjust to a new environment, only to have to readjust the next year? The Nursery School has begun efforts to establish a kindergarten in space not used by the school during the afternoons. This effort should be encouraged and supported.

Should we consider schooling for ages six through sixteen? If transient parents, especially students and internationals, are uncomfortable using the public school system, can the Institute aid in bringing about better relationships between parents and Cambridge's primary and secondary schools, just as we have done on the high school level? How can we help new parents become aware of all the public,

private, and free school possibilities in Cambridge?
Should we set up a small private school for transient families?

In planning for services to the whole family unit, we must study ways in which these service systems relate to the educational system -- the reason for M.I.T.'s existence. At the outset, one can understand that the opportunities which would be opened for learning and for teaching can only be strengthened by increasing the levels of education on this campus which can interact.

7. SUMMARY OF RECOMMENDATIONS AND PROPOSALS

DECISION-MAKING

Parent Operating Committees

1. Each child care program should establish Parent Operating Committees to aid in the policy and administrative work of the programs.
 - a. A representative of each committee should serve on a child care advisory group.

Child Care Advisory Group

2. An advisory group, formal or informal, should aid the Child Care Director in policy decisions.
 - a. It should be composed of those members of the M.I.T. Day Care Advisory Board and the Technology Nursery School Board of Trustees who would be strongly interested in working with all programs.
 - b. Members of the Board should represent all sectors of the Institute community -- personnel and students, academic and corporate -- and also be able to offer expertise in financial matters -- physical planning, administrative procedure, educational development, medicine and social work.

ADMINISTRATIVE STAFF

A Child Care Director

3. The Institute should appoint a Child Care Director with appropriate support staff to coordinate M.I.T. child care programs, register children, continue to develop programs within the Institute and work with city, state and federal child care associations.
 - a. The Director should be given clear lines of authority so she/he can quickly and successfully carry through each new aspect of the program.
 - b. The Director should be placed in the Personnel Office where new employees and student spouses seeking work will have easy access.
 - c. The Child Care Director should assume the administrative duties of the Family Day Care Program, the Day Care Center and contractual programs. The Director will maintain publicity for these programs and also Technology Nursery School, the Pediatric Clinic and the Day Camp.

Support Staff

The Abt report, after studying all types of programs nationwide, recommends that for a program of 75 children, at least one full-time director, a full-time assistant director and a secretary bookkeeper is needed. For the suggested programs which would serve at least 77 and could rise to 120, we recommend an equivalent staff.

Because expertise in both business management and pre-school education and parent relations is necessary to coordinate programs involving hundreds of people, including children, parents, and staff, and thousands of dollars, we recommend that:

4. The Institute appoint a part-time Family Coordinator, to work in outreach programs to bring parents into Family Care; to match the sixty children in Homes; and to settle any problems among parents.
5. The Institute appoint appropriate support staff to the Director and Coordinator where part-time secretarial and administrative work is needed. Educational support is necessary to help devise curriculum programs, train teachers, create play ideas for volunteers to bring into Day Care Homes when working with Family Day Care Parents, and develop toy and book packages for Family Day Care Parents as well as a children's library. Architectural and Design support is needed for renovating the Lounge and the design of curriculum. Money should be appropriated for such in or out-of-house consultants.

Office Coordinators

Relevant offices within the Institute, such as the Planning Office, the Office of the Dean for Student Affairs, the Student Financial Aid Office, and the Personnel Office should maintain their participation in different programs serving their constituents. The Child Care Director will coordinate these efforts and assume many of the present tasks. Therefore, we recommend that:

6. The Planning Office continue the child care program development.
7. A member of the Personnel Office should remain as a child care liaison for employees.

8. A member of the Student Financial Aid Office should remain as a child care liaison for students.

CURRENT CHILD CARE PROGRAMS

M.I.T. Summer Day Camp

Because the Camp is an efficient, effective program, it should consider helping other child oriented services, and thus broaden its total effectiveness. Therefore:

9. The Institute should ally the camp more closely to other children's services and activities.
 - a. Camp profits might be used to aid less profitable child care services.

Technology Nursery School

10. The Institute should support playground renovations at Eastgate for the residents there, for the present Technology Nursery School and for the proposed Day Care Center.
 - a. An investigation of means to close off a special area for a Westgate playground should be made.
 - b. Nursery School efforts to develop a kindergarten should be supported.

The KLN-M.I.T. Contractual Program

The Center has served M.I.T. and its employees and their children well, but it has proven to be an expensive method to offer child care, and we should consider alternatives. The Center may benefit from state and federal funding in the next year or from new contracts. Therefore:

11. The Institute should continue its present commitment to the KLM Child Development Center until M.I.T. is able to place the employee children in an Institute program, and also, within a time space that allows the Center to form other partnerships.
 - a. The Institute should continue working with the public sector for future support of the KLM Center,

The Pediatric Clinic

12. This excellent service should be continued.

PROPOSED CHILD CARE PROGRAMS

A Day Care Center

13. The Institute should establish a Day Care Center.
 - a. Parents should be involved in the program by working with teachers in the classrooms, taking part in decision-making and planning educational and social activities.
 - b. The Child Care Director will oversee administration, and the Head Teacher, curriculum and training.
 - c. Work-study students should be hired as staff to lessen costs.
 - d. The child/adult ratio should be at least 7 1/2:1.
(This ratio will lessen when volunteers are included).
 - e. The Institute should renovate the Sloan Lounge opposite the Eastgate Nursery School at a cost of \$3,000. The Lounge should be divided into areas serving different age groups and needs of children. One

area should be used as a tumble room, and another, as a quiet room.

- f. The Institute should absorb rent, utilities and maintenance costs, as it now does for the Technology Nursery.
- g. The Institute should also make a gift of the initial large furniture and equipment needs which would cost \$2,500.
- h. The Day Care Program should offer flexible hourly, daily and weekly schedules.
- i. Children should bring lunches, but milk, juice, hot soup, and snacks should be provided.
- j. Selection of children should be based on: readiness of the child, availability of other arrangements, financial, psychological and professional need, others in the M.I.T. Community and those in Cambridge and Boston, based on the above priorities.
- k. A sliding fee scale from \$5 to \$40 should be used, based on parent income.

A Formalized Family Day Care Program

14. In order for the Family Day Care Program to continue, permanent staff is necessary. Therefore:

- a. The Child Care Director should oversee the total program aided by the skills of a Family Coordinator and a person in the Student Financial Aid Office who acts as a liaison with students and aids in program planning.

- b. A Family Coordinator must be appointed to work directly with families to match children in homes, to assure their comfortable association, and to solve problems under the auspices of the Social Work Department.

Because Family Day Care Parents feel cut off, we suggest:

- c. Permanent arrangements should be made for a room which can be equipped semi-weekly with large toys, and where parents might come together to exchange play methods or hold organizational meetings.
- d. \$220 must be apportioned for food services and \$600 for publicity and information.
- e. Funds for transportation should be investigated.

Parents negotiate fees amongst themselves which can only be a compromise amount between what some people can pay and what others must earn. In order to help support both groups who are earning money for their student families:

- f. Methods for raising money for child care grants to parents should be investigated.
- g. Ways to insure homes and parents against liability without great cost to parents must be considered.

Cooperative Child Care Programs and Playgroups

Because the programs mentioned above may well fulfill many Institute parents' on-campus child care needs, a Cooperative Care Program lies somewhat in the near rather than immediate future. As child care programs grow, as M.I.T. personnel are housed closer to campus, we must recognize the necessity for preparing additional spaces for Cooperative Care. Therefore, we recommend that:

15. The Institute should plan, allot, and equip space in any new housing developments for possible change-over to child care without large renovation costs.
16. The Institute should take a hard look at its existing buildings to find underused spaces that may be converted to future child care areas.
17. The Child Care Director should encourage and aid parents to create informal care groups by:
 - a. maintaining a list of interested parents,
 - b. establishing stations throughout the Institute where people who live in various locations may leave their names to be contacted by other parents (like the "Commuter Ride Boards"),
 - c. setting up tables at the Tech Dames and Matrons opening meetings where people may congregate to form cooperative care and playgroups.

OPERATIONS

There are some issues which must be resolved with the Personnel Department in order that child care programs be successful. Therefore, we recommend that:

18. The Personnel Office should investigate ways to offer benefits to staff in the programs.
 - a. The Personnel Office should study alternatives for allowing working parents to participate three half-days monthly in the Nursery/Day Care Program.

These recommendations raise a number of planning considerations which should be carefully studied by the Institute's Planning Office. We recommend that:

19. The Planning Office and Child Care Director should study means of providing transportation to parents wishing to use child care services.
 - a. The Planning Office and Child Care Director should also find alternate means to serve parents in outlying areas. A transportation system is one method; a voucher system another; expansion of the Family Day Care Program, a third; and helping set up cooperatives in suburban areas, a fourth.
 - b. The Planning Office and Child Care Director should assess emergency child care needs and systems.
20. The Planning Office should investigate the totality of family needs at M.I.T. to assess which should and can be adequately served by an educational institution.

APPENDIX I: INSTITUTE BENEFITS AND SERVICES
A BRIEF COMPILATION

1. Housing

The Institute not only houses a portion of its undergraduate and graduate students on campus as well as some faculty members for a fee which covers maintenance, but it also maintains rental properties throughout the city available to members of the M.I.T. community (sometimes exclusively) at reasonable rents. Within some of these properties are also apartments available to the Cambridge Housing Authority for leasing to low income families. In addition to that community service, the Institute is presently building three low income housing developments for the elderly on the Federal Government Turnkey plan to help ease the critical housing situation in Cambridge.

The M.I.T. Community Housing Service is open to all without fee and supplies listings of houses and apartments within a forty to fifty mile radius of Boston, as well as free phone use, advice on leases and furniture, roommate matching, city maps, and critiques of the local school systems.

The Real Estate Office assists people interested in buying a home.

2. Health Services

The Medical Department, which includes clinics for internal

medicine, surgery, dentistry, dermatology, gynecology, neurology, ophthalmology, orthopedics, otolaryngology, psychiatry, pediatrics, and urology, is partially subsidized by M.I.T. and is available on a fee for services basis to students, staff, faculty and employees and their families. Also partially subsidized is the Homberg Infirmary, a thirty-bed unit with a small operating room open to students and their wives, and to paid personnel of the Institute if beds are available.

In addition, the Occupational Medical Service, which guards the environmental health of the Institute, the Social Work Service, and the Safety Office, which is concerned with safe working conditions, serve the M.I.T. community free of charge.

The cost of medical insurance is partially subsidized by the Institute for the entire M.I.T. community.

Also, members of the M.I.T. staff organize a blood drive contributing to a blood bank which then allows any person of an Institute member's immediate family to receive free transfusions in the United States.

3. Other Insurance and Pension Plans

The Institute offers paid personnel a basic life insurance policy, and arranges for larger policies on a fee basis. The Institute also offers free travel insurance and partially subsidizes a pension plan.

4. Athletic Facilities

Facilities include a swimming pool, ice skating rinks, playing fields, a field house, sports equipment, lockers

and dressing rooms, gymnasium, tennis courts, bowling alleys, and a sailing pavilion. For small fees which do not cover the actual costs of the operations, students, alumni, employed M.I.T. personnel, and all their families may use the facilities. When not in use, facilities have also been made available to the Cambridge community.

5. Recreational and Cultural Facilities

These are offered free or at a nominal fee. The Technology Community Association offers a ticket service for Boston theatres, concerts, and Harvard football games, as well as a travel service.

The Lecture Series Committee arranges lectures on every topic which are open to particular students, the Institute community or the general public. The Committee also shows films at reduced rates for the Institute community.

The M.I.T. Community Players produce professionally directed productions at Kresge Auditorium.

Persons interested in performing or listening to music can participate in the Symphony, Choral Society, Glee Club, Classical Guitar Society, or attend Thursday noon hour concerts in the M.I.T. Chapel.

The main library in Hayden Memorial Building or any divisional libraries are open for the withdrawal of books for members of the Institute community. The special music library plays music throughout the day in the main listening room.

The Hayden Gallery presents a rotating selection of distinguished artists' works. The Hart Nautical Museum maintains a permanent display of ship models and prints. The Creative

Photography Gallery portrays student and professional photographs.

There are numerous hobby clubs ranging from jewelry making to modern dance, poetry reading, and political activity, as well as social groups such as the Technology Dames and Technology Matrons.

6. Food Services

The services are open to everyone in four different areas at fees to cover the costs of food and preparation.

In addition, the Faculty Club is available for meals, buffet lunches and alcoholic beverages to staff, faculty, and graduate students. Both the Walker Cafeteria and the Student Center will cater to groups in nearby meeting rooms at a fee for cost.

7. Banking Procedures

Check cashing at \$.15 per check is maintained at the Bursar's Office on campus.

The Financial Aid Office administers loans, scholarships, and work-study money to students, and the Federal Credit Union at the Institute furnishes loans and makes payroll deductions for people on the Institute payroll. Money can also be deducted from payrolls for savings bonds.

8. Educational Opportunities

For employees and staff members, the Institute will pay up to a maximum of \$500 per year plus 50% of the balance up to \$750 for job related courses taken after hours,

and 75% for courses taken during office hours in which the individual received an A or a B. This is an increase in reimbursements over 1971, and was made effective in January, 1972.

The children of Institute faculty and staff members may receive scholarship grants when attending accredited two- or four-year colleges and full tuition at M.I.T. An Education Loan Fund provides low interest loans to faculty and administrative officers for expenses of their children's undergraduate education. Children of employees may receive a half-tuition scholarship when admitted to M.I.T.

In addition, members of the M.I.T. community tutor high school students in the M.I.T./Wellesley Upward Bound Program, which helps students renew their interest in education. The Upward Bound Program grew out of the M.I.T. Science Day Camp which was initiated in 1965 for students from low income areas. The Institute participates in a number of high schools in the area to enhance science programs and promote educational exchange.

9. Transportation

A bus is provided free of charge between M.I.T. and Wellesley for cross-registering students, and for others when room is available. There is a free shuttle among the different buildings of the Draper Laboratory and a regular shuttle between the Lincoln Laboratory and the Institute.

10. Parking

M.I.T. provides 4,370 free open and enclosed parking spaces for staff, faculty, and employees, with about 1,000 of those for students. After 6:00 p.m. and all day during the

weekends, arrangements can be made with the Campus Patrol so that the lots are open to the public when attending special events at the Institute.

11. Religious Opportunities

Religious counselors work mainly with students, but also provide counseling for others in the M.I.T. community. They will perform weddings, christenings, and memorial services.

The M.I.T. Chapel is open daily for meditation, and services of different faiths are held there throughout the week. For a small fee, the Chapel can be reserved for special religious oriented events such as weddings, christenings, and memorial services.

12. Police Protection

The Campus Patrol protects property, controls traffic, and polices the Institute parking lots, grounds, and buildings. It provides services in emergencies such as first aid and ambulances, and does not charge fees for individual services.

APPENDIX II: SUMMARY OF FEDERAL SUBSIDIES FOR CHILD CARE

TITLE IVA, MATCHING FUNDS

Under the Social Security Amendments, Title IVA, the Federal Government will match local private contributions for a variety of welfare programs including child care on a 3:1 basis. These funds may be used to cover the full weekly child care costs of past, present, and potential welfare recipients. The Public Welfare Department is proposing income limits for past and potential welfare recipients based on the number of people in a family and the family's net income:

<u>Net Income</u>	<u>Number of People in Family</u>
\$ 3,500	3
5,500	4
7,500	5
8,000	6
8,500	7
9,000	8
9,500	9
10,000	10

This subsidy may be used in M.I.T. child care programs by employees and community people in this way: the actual hourly cost for child care in the proposed Day Care Center is \$1.00, and the actual weekly cost per child is

\$40.00, when in-kind subsidies, such as Institute-supported salaries of a Child Care Director and Educational Coordinator, part-time salaries for a social worker and psychiatrist, and rent and maintenance, are included in the budget. For all families whose income falls in the categories noted above, the Welfare Department will pay \$40.00 per child as tuition in the program. The Tufts University Day Care Center, which has remained solvent, has successfully combined a graduated fee scale for non-welfare parents with full tuition welfare payments for community children.

Under Title IV, however, the donor of funds does not receive funding back fourfold. The donor may only designate the type of program, in this case child care, and the area, in this case Cambridge, but not the particular program. Each area is supposed to develop a system whereby the funds might be given to one representative group for dispersal.

Therefore, it is necessary that the Institute continue to work with all the different child care groups interested in Title IVA funding within the city, such as the Welfare Department, the Cambridge Day Care Association, the Cambridge Coalition for Child Care, Cambridge Community Services, and the Community Controlled Child Care organization. The Planning Office is in close contact with all these groups.

INTERNAL REVENUE SERVICE REGULATIONS, 1972

Non-welfare parents will also find relief for child care costs. Recent Internal Revenue rulings, effective 1972,

allow families earning less than \$18,000 jointly to deduct from their total income up to \$200 monthly for one child, \$300 monthly for two children, and up to \$400 monthly for three or more children. Beyond \$18,000, families may still deduct on a sliding scale in which the deductible child care expenses are reduced by one-half of the amount by which the adjusted gross income exceeds \$18,000.

New regulations will also lessen costs for establishing child care centers in any Northgate properties. A business may elect to amortize over a period of sixty months capital expenditures made after 1971 and before 1977 in acquiring, constructing, reconstructing or rehabilitating child care facilities. The amortization period begins with the month the property is placed in service and the deduction takes the place of any depreciation otherwise allowable.

To qualify, the property must be depreciable tangible property that is a child care facility primarily for children of the taxpayer's employees.

Qualifying facilities include buildings and equipment, or portions of them, actually used for child care services in which children receive personal care, supervision and protection in the absence of their parents. General purpose rooms like recreation rooms used by employees during the evening will not qualify, nor will a part of a room simply screened off for use by children during the day. Kitchen, toilet and other special facilities used for the child care center or area could be included as child care facilities.

THE COMPREHENSIVE CHILD DEVELOPMENT ACT

The Federal Comprehensive Child Development Act of 1971

was aimed at establishing and expanding child care programs. Although emphasis was on the economically disadvantaged, it included a legislative framework for eventual universally available programs which would involve parents and community groups in the decision-making process. The bill was passed by a large majority in both the U. S. House and Senate, but was vetoed by President Nixon. The bill has been resubmitted by Senators Walter Mondale and Gaylord Nelson. According to the senators, the new bill will reflect their willingness "to resolve reasonable differences" and "to take into account the Administration's concerns."

An article in The New York Times (February 16, 1972) stated:

"The Mondale-Nelson proposal is intended to serve two broad purposes. One is to provide special educational, health and other services for disadvantaged children. The other is to overcome the present shortage of quality day care for the young children of working women.

"The bill would provide Federal funds to communities, states or local groups with proposals for [planning and establishing quality day care.]

"The modifications in the Mondale-Nelson bill include the following:

An increase, from 5,000 to 25,000 population, in the minimum size of communities eligible to be 'prime sponsors' of federally funded projects.

"This would decrease the number of potential sponsors from 7,000 to 2,100, in response to the President's 'administrative unworkability' charge.

"The only children eligible for full-day programs would be those mothers who were already working. Others would be eligible for part-day, in-home and a range of other services.

"This...is intended to avert any 'family-weakening' implications of the vetoed bill.

"The full-day restriction would substantially lower longer-term costs and thus...would be responsive to Mr. Nixon's charge of 'fiscal irresponsibility.'

"The first full-year cost of the proposal would be reduced from \$2 billion to \$1.5 billion. Both figures include \$500 million for existing Head Start programs.

"The new bill will also seek to emphasize that the proposed program will be voluntary for all participants. The vetoed measure was denounced by conservatives as an effort to 'sovietize' American youth.

"Services for disadvantaged children would, as in the vetoed bill, be free. Those for children of working mothers would be subsidized in amounts varying with family income."

The Comprehensive Child Development Act has indicated a federal concern for child care for all income levels and an understanding that this country needs more than money to buy slots. We need funding for planning, building and insuring quality educative centers.

-201-/202

APPENDIX III: NATIONAL NOTICE OF M.I.T. CHILD CARE PROGRAMS

1. A copy of the interim report, "Research and Demonstration Program of Day Care Services for M.I.T. Employees," written by Janet Arterton in the M.I.T. Planning Office, was published in the Comprehensive Child Development Act of 1971 Hearings Before the Select Subcommittee on Education.
2. Life Magazine, July 31, 1970 (excerpted)
3. The Washington Post, December 26, 1971
(also in the Long Island Press, December 21, 1972 and the Los Angeles Times, December 16, 1971)

NOTE: Reprints of articles referred in above references 2 and 3 are not available for reproduction at this time. Titles of those reprints are: "Big Business Tangles with Day Care Problems" and "Monitoring the Status of Women in Universities".

EXECUTIVE OFFICE OF THE PRESIDENT
WASHINGTON, D.C. 20503

4. OFFICE OF ECONOMIC

Ms. Marilyn Schwartz
Massachusetts Institute
of Technology
77 Massachusetts Avenue
Cambridge, Massachusetts 02139

Dear Ms. Schwartz:

Due to increased interest in and concern about child care, many efforts are being made to investigate the entire area of supplemental care for children. Convincing evidence of the nation's interest is reflected in proposed welfare reform legislation as well as various other child care bills which the Congress has been considering. OEO has been involved with investigation of day care issues for sometime. Our most recent area of inquiry is in the area of "Family Day Care Systems," for which your name has been given to us as a possible source of information. Please do not be misguided by the term "systems." By this we broadly mean any cluster of two or more day care homes having some formal basis of affiliation.

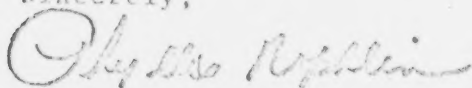
Presently we are in the process of compiling resources concerning existing home care systems in an attempt to learn more about them and your program has been suggested as one worth knowing more about. Therefore, we are requesting that you forward to us any and all information regarding your program which you feel would be helpful, such as brochures, parent information materials, curriculum synopses, instructional manuals (if appropriate), newsletters, etc. In addition, we would like very much to be included on your information mailing list, if you have one.

For your convenience we have enclosed an OEO franked mailing label which you may attach to any kind of mail container for your use to forward your information to us.

When we have compiled a fairly representative overview of home care systems we plan to look more closely at the specific nature of home care programs and the actual cost of delivering

care in this environment. Should we need to contact you for further information, we hope we can depend on your continued assistance in order that we may look at this significant form of supplemental care which in the past has so often been overlooked.

Sincerely,

A handwritten signature in cursive script, appearing to read "Phyllis Noplin".

(Mrs) Phyllis Noplin
Program Analyst
Early Childhood/Day Care Branch
Office of Program Development

Enclosure

APPENDIX IV: SCHEDULE OF DAY CARE WEEK, APRIL 12-16, 1971

SPEAKERS AND RESPONDENTS, THEIR ASSOCIATIONS AND TOPICS

MONDAY

John Donahue, Lucille Ventura - Parents, M.I.T.-KLH Program,
Members, KLH Child Development Center Board of
Directors, 1970-71: "Day Care Centers and Problems"

Richard Marchi - Parent, M.I.T.-KLH Program: "Day Care
Centers and Problems"

Edith Ruina - Massachusetts Early Education Project
(Harvard University): "Day Care, Licensing, Types
of Facilities, Problems"

Connie Parkes - Chairman, 1970-71 Parents Operating Committee,
Technology Nursery School: "Nursery School Education,
Parent Involvement"

Helen Pounds - Chairman, Board of Trustees, Technology
Nursery School: "Future Plans of the Nursery School
and Child Care Services at M.I.T."

Laya Wiesner - M.I.T. Ad Hoc Advisory Committee on Day
Care and Governor's Advisory Committee on Child
Development: "General Overview of Day Care"

TUESDAY

Lisa Pershouse - Director, Central School: "Nursery and Kindergarten Education, Parent Involvement"

Jessie Davies - Chairman, 1971-72, Parents Operating Committee; Technology Nursery School: "Nursery School Education, Parent Involvement"

Carol Nadelson - President, The Children's Center of Brookline and Greater Boston, Inc.: "Setting up Day Care and Harvard Day Care Programs"

WEDNESDAY

O. Robert Simha - M.I.T. Planning Officer, Ad Hoc Advisory Committee on Day Care at M.I.T.: "Child Care Planning"

Walter L. Milne - Assistant to the Corporation, M.I.T. Ad Hoc Advisory Committee on Day Care: "Child Care at M.I.T."

Virginia Burke - Director, Cambridge Day Care Association: "Day Care, Family Care, Infant Care, Before and After School Care, Budgets, Licensing, Financing, Legalities"

Erline Willis - Tufts University Day Care Center: "Setting up and Running Day Care"

THURSDAY

Work sessions with O. Robert Simha, Laya Wiesner, Edith Ruina, Helen Pounds, and the Day Care Work Group

FRIDAY

Gwen Morgan - Executive Secretary of the Governor's
Advisory Committee on Child Development: "Types
of Child Care, Budgets, Licensing, Financing, Le-
galities"

Work Sessions

Day Care Week was made possible through the efforts of
the following students, faculty, staff, employees and
members of the M.I.T. Community:

John Donahue
Janet Foder
Cindy Horan
Christina Jansen
Joanna Jenkins
Margaret Lambrinides
Connie Parkes
Judi Rosenbaum
Edith Ruina
Eleanor Stevens
Susan Udin
Laya Wiesner

Marilyn Swartz, community Planner, served as staff to
the group.

APPENDIX V: PEOPLE INVOLVED IN CHILD CARE AT M.I.T.

M.I.T. SUMMER DAY CAMP - 4 PEOPLE

The Day Camp involves the immediate services during the summer months of an Athletic Department Instructor and his secretary. In addition, major decisions are made with the help of the Athletic Director and Assistant Director.

TECHNOLOGY NURSERY SCHOOL - 25 PEOPLE

Since the opening of the school, the Board of Trustees, composed of four faculty wives and seven M.I.T. paid staff members, has met approximately once a month as a whole board or in committee for approximately two hours each time.

These people have volunteered their time as liaisons between the Nursery School and those Institute offices which have a natural association with it. In addition to acting as a link, the Clerk of the Technology Nursery School Board, who is Director of Placement, spends considerable time announcing meetings, setting agendas, and compiling minutes for the school. Another Trustee, who is the Assistant Treasurer of the Draper Laboratory, provides expert advice on budget planning for the school. An associate to the Director of Student Financial-Aid maintains and distributes grants, and the Institute's Planning Officer, a fourth Trustee, reviews the progress of the school as an ongoing

project and tries to assist the school with administrative questions, budget problems, and space needs. Working for the Planning Officer, and as an assigned part of her job, a Community Planner continually works with the Trustees, Operating Committee, and the staff of the Nursery School to maintain communications with this component of Institute child care services for integration with all the M.I.T. services. Secretaries assist four of these staff members in their Nursery School work.

On a volunteer basis, the Chairman of the Board of Trustees of the Nursery School spends untold hours working with the Board, the Operating Committee, parents, and staff on daily decisions, the quality of education, and the future of the Nursery School.

At the same time, the Nursery School Operating Committee, composed of five student wives, two staff wives, two faculty members, and one representative each of the Cambridge and Lexington communities, meets monthly for three hours as a whole and intermittently in individual groups to help the Director of the School in some of her many duties such as admissions, scheduling, equipment and supplies, organizing workshops and special events, as well as curriculum development and day-to-day operations. The Chairman of the Operating Committee, a student wife, volunteers five to eight hours daily on these tasks, and the other committee members donate from two hours daily to three hours weekly.

Since the Nursery School is incorporated and funded independently of M.I.T., the staff of the school is not included in this survey.

On the whole, then, for the Nursery School alone, two members of the Institute community and their secretaries

have assumed Nursery School work as part of the responsibility of their positions. Eight additional members of the employed Institute community, along with two of their support staff, offer some time and advice, and eleven wives of students, faculty and staff at M.I.T. have volunteered many hours of effort.

KLH-MIT CHILD DEVELOPMENT CENTER PILOT PROGRAM - 16 PEOPLE

Advice given for the contractual program with the KLH Child Development Center involved members of the aforementioned Planning Office, as well as the Opportunity Development and Personnel Offices, representatives of the Offices of the Chairman, President and Provost, and the wives of the President and the Provost in 1970.

As members of the Day Care Advisory Board, this group of fourteen people met at least monthly to consider all policy issues in filling the fifteen available places, to set priorities and to adjust payment scales. Under the direction of the Planning Office, the Assistant to the Director for Community Development, also a Board member, had worked for four months previous to the creation of the Advisory Board in setting up communications with the KLH Center, in beginning to understand the need for day care at M.I.T., and in trying to convey this need through conversations, meetings, and finally, a proposal.

Once the program was accepted and the policy made, a staff member of the Personnel Office, who is a Board member, worked with the Planning Office to interview employees, arrange conferences at the Center, set up bookkeeping for the program and deal with the many unique problems encountered when working directly with parents and small

children.

The work load at the beginning of the program, then, involved one-half the work week of a staff member of the Planning Office and one-third of the time of a Personnel Office member, as well as the counsel of their supervisors and frequent communication with the Office of the Chairman for budgeting and funding questions, as well as with the Advisory Board on general progress.

At this time, the Personnel Office has assumed major administrative responsibility for the program and has organized the time involved to one-third of a person's work week, including weekly conferences with the Planning Office and the Community Planner, hired in 1970, who assumed developmental responsibility of the program.

In sum, for this program, two staff members, with a support staff, employed by the Institute have incorporated day care planning and programming as part of their responsibilities for a total of at least eighteen hours weekly. In addition, ten Institute staff members frequently offer suggestions and aid in working out problems within the jurisdiction of their staff positions. Lastly, the wives of the Chairman of the Corporation and the President of the Institute volunteer their time and good counsel.

PEDIATRIC CLINIC - 5 PEOPLE

The Pediatric Clinic employs two staff personnel and a secretary, and is coordinated by a physician in the Medical Department and his secretary.

FAMILY DAY CARE - 17 PEOPLE

The Family Day Care Program, besides involving the Community Planner, Planning Officer, and, in its initial aspects, the Day Care Advisory Board, brought other offices at M.I.T. into day care focus - the Office of the Dean for Student Affairs and the aforementioned Student Financial Aid Office. The Student Financial Aid Office agreed to coordinate the program and to ensure good numbers of Day Care Parents by opening the program to the total Institute community. One-third of the week of an employee is involved here, and one student who worked in the Planning Office on the initial aspects of the program and was funded by the Office of the Dean of Students is working for the Financial Aid Office under a work-study grant. A Technology Demo has volunteered to work part-time. This particular program receives advice and comfort from the Dean for Institute Relations, the Dean for Student Affairs, an Associate Dean for Student Affairs, and the Associate Director for Student Aid.

The Community Planner in the Planning Office spent one-half of her time for five months developing the program with the volunteer aid and advice of two M.I.T. doctoral candidates and a faculty wife. As the program devolves to the Child Care Director, time in the Planning Office will be limited to weekly consultation and conferences.

Finally, five wives of students and faculty have volunteered for a newly formed Parent Operating Committee for the Family Day Care Program.

At this time, then, the Family Day Care Program is carried out by three people employed by M.I.T., under direction from their two supervisors, is given advice by three M.I.T. staff members, and is offered volunteer service by nine wives of faculty and staff.

DAY CARE PLANNING - 20 PEOPLE

Additionally, a number of people at the Institute have volunteered their efforts to aid in general day care planning. Six people employed by M.I.T. along with two students (both previously involved) and four faculty and staff wives (two already working on day care) spent eight weeks with two staff members in the Planning Office to organize Day Care Week. As a result of that week, five additional students and faculty wives and one staff member volunteered to help analyze the survey handed out during that week and also to research and to write sections of this report.

IN SUM - 76 INSTITUTE PEOPLE INVOLVED IN CHILD CARE SERVICES*

Full-time, the Institute employs the Pediatrician, the Pediatric Nurse-Practitioner, their secretary, and the Community Planner, along with her shared secretary.

Two other paid Institute personnel spend one-third of their time working on child care, with the help of one shared secretary. A faculty member and his secretary spend each summer on child care activities. A student in the work-study program spends fifteen hours weekly on a program.

The above ten people are guided by four supervisors and a physician, with their three support staff.

In addition, fifteen paid Institute personnel, including support staff, deem it part of their job responsibilities to offer aid and advice. They may spend from one half day weekly to two hours monthly in child care programming.

* Because some people are mentioned twice, the section headings will add up to more than the 76.

Finally, thirteen paid personnel as well as 29 faculty, staff and student wives volunteer time for child care efforts. On the whole, 76 men and women connected with the Institute are spending from ten hours daily to one hour monthly on both a paid and volunteer basis as they attempt to achieve a satisfactory resolution to the child care needs of staff, faculty, employees, and students.

APPENDIX VI: LOCATION AND TRANSPORTATION DETERMINANTS

When residential location, transportation mode and travel time are used as factors in determining use of child care facilities at a work place, the total number of potential clients is greatly reduced. At a site where employment is over 5,000 and dispersed, we have found that potential clients become six percent of the total number of children of child care age (1 month to 12 years). When graduate students are included, because they live on or near campus and since most of their children are young, that percentage rises to twelve percent of the total number of child care aged offspring of faculty, staff, employees and students.

One of the reasons for this reduction is that the ideal location for a child care service is one within walking distance of a family's home. This is not the case with faculty, staff and employee parents at M.I.T. According to Planning Office housing surveys, nearly 93% of the exempt employees, staff, and faculty own automobiles, 75% drive to work, and only 10% walk. Those 10% living near enough to campus to walk are, for the most part, single or childless. The rest take public transportation (20%), ride with others (6%), or ride bicycles and motorcycles (5%). (Multiple transportation modes bring the percentages above 100%.)

Transporting pre-school children in something other than one's own car is difficult. Transporting them for long

periods of time every day is again trying. School-aged children also need an easily reachable after-school service, since their working parents will either be unable to transport them, or will have only a lunch hour to do so. Thus, a family with school-aged children must live near enough to M.I.T. for the child to attend school nearby, so that a parent could drive him back to a campus program; or services must be set up near the child's home and school area.

According to the Analytical Studies Group, only 17.1% of the faculty, staff and employees travel less than twenty minutes from home to work, and could successfully drive their children in their own cars to an on-campus child care service. These people have a total of 616 children, 400 of whom are of day care age. These 400 children represent 6% of the total 6300 child care aged population at M.I.T.

Of the graduate students, approximately 169 students or 20% with 112 pre-school aged children and 27 children between the ages of six and twelve live within walking distance of the campus. In addition, 50% of the student parents live within a twenty minute commuting distance to M.I.T. That 50%, or 248 students, have 164 pre-school children and 41 children between the ages of six and twelve. Adding together the percentages living on campus or near enough to walk or drive within twenty minutes, 344 of the 500 children of graduate students would potentially use on-campus child care services. This 344 is 5% of the total number of children of child care age at the Institute.

Thus 744 children (400 faculty, staff and employee children and 344 graduate student children) or 12% of 6300 could potentially use child care services located on campus.

APPENDIX VII: CHILD CARE EQUIPMENT AND TOYS EFFECTIVE FOR
SKILL DEVELOPMENT¹⁵

Strenuous Large Muscle Activities (Indoors and Outdoors):

Climbing structures	Large balls
Swings	Water tubs and water toys
Slides	Sand boxes and sand toys, such as shovels, pails, and cans
Bouncing Boards	Boxes
Mattresses	
Barrels	
Tricycles and wagons	

Music and Rhythm:

Triangles	Records
Drums	Piano
Tambourines	Guitars
Record Players	Kazoos

Art and Creative Expression:

Easels	Brushes
Smocks	Paints
Clay	Paste
Paper	Scissors
Crayons	Newsprint

¹⁵Abt Associates, Inc., op. cit., Vol. III, pp. 35-37.

Messing:

Water tubs

Water toys (funnels, cups,
boats, and hose)

Building:

Large and small blocks

Lincoln logs

Boxes

Various other building
devices

Wooden joints

Carpentry and Construction:

Work benches

Wood

Nails

Screws

Boards

Simple tools

Make Believe:

Vehicles

Planes

Trains

Boats

Trucks

Cars

Dolls and doll equipment

Refrigerator

Stove

Brooms

Dress up clothes

Hats

Mirrors

Make-up kits

Tents

Science:

Animals

Fish

Plants

Scales

Magnets

Magnifying glasses

Picture and science
books

Manipulation and Concept Toys:

Puzzles

Beads

Nesting toys

Felt boards

Picture games

Drawings

APPENDIX VIII: ADMINISTRATIVE DUTIES FOR M.I.T. CHILD CARE PROGRAMS

THE CHILD CARE DIRECTOR

- A. The Director of M.I.T. child care programs will:
1. Coordinate placement of children in programs (involves approximately 200 families)
 - a. Advertise for openings
 - b. develop outreach programs
 2. Determine amounts to be paid by parents in the Day Care Program
 - a. Help Family Day Care and Working Parents determine fees amongst themselves
 - b. Allot grants for the Day Care and Family Day Care Programs with aid of individual program grant committees
 3. Maintain contact with parents and programs
 - a. Discuss with parents and program staffs and directors any problems that might arise
 - b. Help parents maintain operating committees
 - c. Visit programs periodically
 4. Maintain public relations for all child care programs (Family Day Care, Day Care Center, Technology Nursery, Pediatric Clinic, Day Camp)
 - a. Prepare publicity and background information
 - b. Answer phone and mail inquiries
 - c. Represent the Institute at child care functions, accompanied by individual program representatives where appropriate

- d. Maintain local, state and federal contacts and serve on committees to help in determining policy and writing legislation
5. Coordinate educational and social programming for child care services
 - a. Set up initial orientation and enrichment program for Family Day Care Parents
 - b. Develop special play and learning ideas for volunteers or student teachers to bring into Family Day Care Homes when working with Day Care Parents on special skills
 - c. Develop flexible educational toy and book packages to be distributed to Family Day Care Parents
 - d. Continually work with Family Day Care Parents in revamping an Activities Booklet which suggests play and learning experiences in art, music, math, science, cooking, etc.
 - e. Distribute child care information and notices of events to participants in all programs
6. With Head Teacher of Day Care Program, coordinate volunteer work in the classroom
7. Prepare child care budgets,
8. Maintain awareness of all existing funding sources and seek contacts to develop new sources of funds
9. Learn about alternative programs
 - a. Maintain file of available services in this area
10. Work with Planning Office to evaluate present programs and develop new ones

B. The support staff to the Director will:

1. Maintain accounts for the programs
 - a. Send weekly payroll deduction sheets to Payroll Office for appropriate parents
 - b. Keep track of parents and childrens' vacation time
 - c. Follow contract regulations and assure payments

2. Maintain updated files of parents in the programs
3. Be responsible for logistics of meetings and programs
4. Perform secretarial duties

DESIGN, ARCHITECTURAL AND EDUCATIONAL SUPPORT

The Child Care Director should work with offices and departments within the Institute wherever possible for:

1. Help with monthly enrichment programs for Family Day Care Parents
2. Development of special play and learning ideas for volunteers or student teachers to bring into Family Day Care Homes
3. Advice in developing flexible educational toy and book packages to be distributed to Family Day Care Parents
4. Advice in revamping Activities Booklets and writing daily schedules for Family Day Care Parents
5. Advice in developing a series of educational meetings for families in all programs
6. Conducting teacher training for the Day Care Center Program
7. Developing curriculum in the Day Care Center Program
8. Assessing educational equipment needs of the Day Care Center Program
9. Hiring teachers for Day Care Center Program
10. Designing Day Care Center space.

FAMILY COORDINATOR

The Family Coordinator works with the Child Care Director, Educational Consultant and the Social Work Service. Her particular duties are in the Family Day Care Program (involves approximately 60 families) to:

1. Work in an outreach program to bring people into Family Day Care as Family Day Care Parents to care for the many children on waiting lists

2. Help Family Day Care Parents become licensed by the State
3. Be of special assistance to foreign students
4. Help working Parents choose Family Day Care Homes for their children
5. Visit all Family Day Care Parents in their homes before and while they are caring for children
6. Work with parents encountering difficulties with their child care arrangements
7. Help in changing day care homes where necessary
8. Be of general service and support to all parents

APPENDIX IX: AN M.I.T. NURSERY AND DAY CARE PROGRAM
ALTERNATIVE

OVERVIEW

At the same time that we were studying alternate ways to provide full day care, we were trying to solve Nursery School Space problems. We have found that by administering a cooperative day care program in the Sloan Lounge as an integral component to the Nursery School, we can fulfill the School's spatial needs, increase salaries, lower tuition, and serve 20 to 35 children in a full day program as well.

The current attitude towards children's development in out-of-home programs is that both day care and nursery school are devoted to cognitive learning, emotional and social maturing, and physical well-being. Their main difference is in the length of the program. Most programs offer their more intensive sessions in the mornings. In the afternoons, nursery children go home, and day care children engage in freer play sessions than in the morning. In some day care programs, the learning and free play sessions are spread throughout the day. Whatever the schedule, trained teachers are aware of the skills preschool children should learn as well as the amount of time available for learning, and schedules are arranged accordingly. At M.I.T. nothing is lost by combining nursery and day care, but increased flexibility, space and income are gained.

Goals

The group day care component will serve those people who believe a full day supervised by professional teachers is necessary for their children; those parents who must work or study and cannot be freed at least one day weekly to aid teachers in a cooperative;

those children with no other peer-group playmates in their home area; and those children whose activity needs would be confined in a family day care home.

Administrative Staff

The Child Care Director would administrate the program. On the educational level, the Nursery School Day Care Program should support two-thirds of the salary of an Educational Coordinator in charge of curriculum and teacher development. This Coordinator would also consult to the Family Day Care Program. Therefore, the Institute would support an additional \$3,000 of the salary.

Facilities

Use of the Sloan Lounge would be advantageous in many respects. The space is large enough to be divided into many areas, which could be available to both the center component and the Technology Nursery School. This could well solve a major Technology Nursery School problem; lack of good acoustical space which can double as a quiet reading or music listening room, and as a tumble room. Acoustics in the Sloan Lounge are good because of the existing rug. The large, soft furniture can be used for climbing and tumbling, or as curling-up structures.

Operations

Scheduling Children:

Table XVII on pages 230-1 describes the scheduling process for children and teachers in a Nursery and Day Care Program at M.I.T. Column I of Table XVII gives types of programs and program numbers, for ease of discussion. Program numbers 2 and 3 are denoted as full day care programs, although with advanced registration both programs would be flexible enough to allow two children to share a full day slot, one coming in the morning and one in the afternoon. Two children could also arrange sharing a week slot, one child coming two full days and the other three.

In columns II through VI, we are suggesting classroom age and hour divisions for child care. Program 1, the Nursery School at Westgate, would function as at present with

morning classes for two and three year olds on Tuesdays and Thursdays, and morning classes for four and five year olds in the same classroom on Mondays, Wednesdays and Fridays.

In Program 2, we suggest placing twenty four and five year old children in the larger room of the renovated Sloan Lounge for full day care. From studying other day care centers, we have learned that classrooms of fifteen may lead to financial difficulties because of the necessarily high adult/child ratio.

A classroom of twenty children, however, does not work well for those under age 3 1/2. For program 3, we propose using Eastgate Classroom II for a full day care program for fifteen two and three year olds. This situation would solve the Nursery School problem of not having room for three year olds who wish to attend school five days weekly. Nonetheless, if some three year olds wish to attend only three days weekly, they can be matched with those who wish to attend two days. For both Programs 2 and 3 we are expecting that half the parents of children enrolled will be academically oriented and half work oriented. Thus we have planned that both programs will accommodate children who wish to spend either 32 or 52 weeks (column VI).

Program 4 takes place in Eastgate's classroom I on Tuesdays and Thursdays for two and three year olds, and on Mondays, Wednesdays and Fridays for four and five year olds, like Westgate's program. Also in Classroom I, there would be a lunch session for those who wish to remain until 2:00 p.m. (Program 5). This lunch session from 12:00 noon to 2:00 p.m. can also accommodate for two hours those children at Eastgate who wish to attend an afternoon session of the full day program in the lounge (Program 2) or Classroom II

TABLE XVII
AN M.I.T. NURSERY AND DAY CARE PROGRAM

I		II	III	IV	V	VI
PROGRAM NUMBER		PLACE	AGES OF CHILDREN	DAYS OF PROGRAM (# DAYS)	HOURS (# HRS.)	NUMBER OF CHILDREN
1 Nursery	a.	Westgate	2-3	T-TH	(5) 9-12 (3)	15
	b.		4-5	MWF		
2 Full Day Care		Sloan Lounge	4-5	M-F (5)	8:30 - 5:30 (8)	a. 10-32 wks. b. 10-52 wks. <u>20</u>
3 Full Day Care		Eastgate Classroom II	2-3	M-F (5)	8:30 - 5:30 (8)	a. 7-32 wks. 8-52 wks. <u>15</u>
4 Nursery	a.	Eastgate Classroom II	2-3	T-Th	(5) 9-12 (3)	15
	b.		4-5	MWF		
5 Lunch	a.	Eastgate Classroom I	2-3	T-Th	(5) 12-2 (2)	10
	b.		4-5	MWF		

TABLE XVII (Continued)

AN M.I.T. NURSERY AND DAY CARE PROGRAM

I PROGRAM NUMBER	VII NUMBER OF TEACHERS	VIII HOURLY WAGES	IX NUMBER OF WORKING WEEKS	X TOTAL WAGES
1 Nursery	2 Head Teacher Aide	\$4.00 2.50	38	\$3,800
2 Full Day Care	4 Head Teacher Assistant Teacher Work-Study Student Work-Study Student	4.00 3.50 2.00 2.00	52 32 32 52	8,320 4,480 512* 832*
3 Full Day Care	4 Head Teacher Assistant Teacher Aide Work-Study Student	4.00 3.50 2.50 2.00	52 32 52 32	8,320 4,480 5,200 512*
4 Nursery	2 Head Teacher Aide	4.00 2.50	32 38	4,480** 2,375
5 Lunch	2 Head Teacher (from Program 4) Aide (from Program 3) Educational Coordinator		52	6,000***
TOTAL SALARIES				\$51,686

*Work-Study students receive \$2.00 hourly, of which the Federal Government pays 80% and the employer 20%.

**Based on a 35-hour work week.

***The Institute would pay an additional \$3,000.

where a slot might not be available until 2:00 p.m. Since about two-thirds of the present Nursery School class remains for lunch we have approximated that ten children would stay for lunch in our new programs, although there would be room for five more.

Scheduling Teachers:

Columns VII through X describe the number and title of teachers for each program, the number of working weeks (which is determined by the length of the program), their salaries and the total salary paid.

In Programs 1 and 4, two teachers who are hired as a head teacher and a teacher's aide are in the classroom at all times. The child/adult ratio would be 7 1/2 : 1. Salaries are determined on a 25 hour per week basis which consists of:

- Daily: 1/2 hour set-up and preparation
3 hours teaching
1/2 hour clean-up
- Weekly: 1 hour staff meeting
1 hour student-teacher conferences
1 hour parent conferences
(2 conferences per year with each of 15 parents)
2 hours miscellaneous: preparation, library visits, workshops, parent meetings, conferences with teachers and with director.

One of the head teachers and both aides would be hired for 38 weeks to teach both the Nursery School session and the Summer School session which enrolls thirty children. (In

the past, summer school teachers have been hired and paid for the summer only, which has added to Nursery School expenses, yet has not provided for reasonable yearly living salaries for those working 32 weeks.) The other head teacher would be hired on a 35 hour per week basis for 32 weeks. This teacher will remain for the lunch period, Program 5.

Programs 2 and 3 would support four teachers of differing rank, each of whose schedules would be staggered during the day. Day Care teachers' salaries are based on an eight hour day. Six hours are spent in the classroom and the remainder in preparation, conferences and cleanup. In order to lessen costs, work-study students should be hired at \$2.00 an hour, of which the Federal Government pays 80% and the employer 20%. Program 2, with 20 children, half remaining for 52 weeks, would support a head teacher and a work-study student for the full year and an assistant teacher and work-study student for the academic year. Since this class has fifteen children rather than twenty, it is not necessary that all four teachers be in the classroom all the time. Therefore, the aide will help serve Program 5, the lunch group, for two hours before joining Program 3 at 2:00 p.m.

Staggered schedules for teachers in the full day programs are drawn on Chart III. In both programs 2 and 3, one teacher greets children who arrive from 8:30 a.m. for free play until 9:30 a.m. when the second teacher or aide arrives. Specific activities may now begin. The child/adult ration from 8:30 a.m. to 11:30 a.m. in Program 2, which has twenty children, is 10:1, and in Program 3, which has fifteen, 7 1/2:1. (When student teachers, volunteers, and parents are involved, this ratio decreases.) In Program 2, when four teachers are present by 12:00 noon to serve lunch to twenty children, the ratio is 5:1. While these children

CHART III

PROPOSED NUMBER OF DAY CARE TEACHERS IN CLASSROOMS DURING WORKING DAY

Program 2 20 Children



Program 3 15 Children



are napping, teachers may have conference time until 2:30 p.m. In Program 3, three teachers would serve lunch to fifteen children. This ratio is now also 5:1. At 2:00 p.m. the aide would arrive at Program 3, having served lunch to Program 5, and the four teachers might now have a meeting together. At 2:30 teachers in both Programs 2 and 3 begin to leave as the day winds down until 5:30 p.m., when the Center is officially closed. Because parents may be late in picking up children, a person remains in each program until 6:00 p.m.

Teachers in full year programs receive four weeks paid vacation, and teachers in academic year programs receive two weeks paid vacation plus academic vacation without pay.

In this program, the total cost of salaries to be borne by parents is \$51,686.

If this program idea is accepted, we must work together with the Personnel Office to devise a system of benefits. The Institute pays 16% of each person's salary towards benefits. This includes not only health and life insurance and pension plans, but use of M.I.T.'s numerous facilities. Parents cannot absorb all of the costs of these benefits, yet it is unfair to ask teachers to go without. We should work towards finding ways to have the Institute absorb these costs or to split the benefit package so that parents might afford costs of those benefits which are most necessary.

Parent Involvement:

Because most parents indicated a desire to participate in the classroom during Day Care Week and in the survey, parents will be asked to join teachers and children at least

three full mornings or afternoons monthly, and any additional hours or days they wish to volunteer. This participation will have a number of desired effects:

1. It will enhance the staffing pattern, allowing adults closer interaction with individual children;
2. Parents will have an influence in the upbringing of their children, in addition to the evening and weekend hours spent with them;
3. Teachers will better understand parent desires for their children and parents will better know the daily workings of the program.

We must work with the personnel of the Institute to determine how parents working at the Institute might participate in child care programs by considering innovative arrangements such as one position filled by two part-time workers, four-day weeks, where possible, and paid child care duty, just as we pay for jury and military leave.

Meals:

Children should continue to bring their own lunches, and snacks and hot soup should be provided by the program.

Transportation:

Transportation is not planned at this time for the program, but the directors should help parents form car pools.

Total Costs

To the Institute:

The total capital investment to the Institute for a day care

center would be \$5,500 for facilities and equipment. We should note that Tufts University has recently expanded their day care center at a cost of \$10,000, and that university will continue to support the cost of the center's rent and maintenance.

To Parents:

The total cost of teachers' salaries is \$51,686. Since the program is flexible, we will divide that total not by the number of available openings per day, but by the number of child hours, which is 79,500 (the number of children x hours x days x weeks per year). Thus:

Total Cost of Salaries per Child Hour:	\$ 0.65
Salary Cost of 40 Hour Weekly Care per Child:	\$26.00

In addition to salaries are costs for educational materials, administration, and food.

Consumable and Non-Educational Materials:

Unless toys, equipment and educational supplies are completely donated, parents must share these costs, which would be approximately \$70.00 yearly per child, or \$1.35 weekly. The \$70.00 figure includes consumables such as paint, crayons, tape, paper dolls, etc., and replacement and repair of large items such as record players, blocks, large toy wagons, etc. Replacement and repairs account for one-half of the educational expenses during the first five years of operation. The service can expect to spend the other half in acquiring new and used equipment.

Administrative Costs:

The national average for administrative costs is \$84.00 per child per year, or \$1.62 weekly.

Food:

Parents must also share the costs of snacks, which will be approximately \$28.00 yearly, or \$0.54 weekly.

Thus:

Total Cost of 40 hour weekly care per child:

Salaries	\$26.00
Educational Materials, Equipment	1.35
Administrative Costs	1.62
Snacks	.54
TOTAL	\$29.55

Total Cost per Child Hours: \$ 0.74

Total Yearly Cost of Program: \$58,662.00

The \$58,662 does not include hidden costs: a Child Care Director, back-up services from the Medical Department and Social Work Service, or heat, electricity, maintenance, and rent. To date, most of these costs have been assumed in the Institute budget, and the continuing of that assumption would be necessary to maintain child care fees within the limits of parents.

Fees for Parents

Payments for both the Nursery School and Day Care Component should be based on \$1.00/hour child, which are the actual costs of this program when in-kind services are included:

Total Yearly Budget	\$58,662
1/2 of the salary of a child care Director	6,000
1/2 salary of part-time secretary	1,800
Cleaning, Heat, Electricity (Rent/Westgate)	7,554
If program has to pay for one-tenth of the salary of a social worker, psychiatrist and doctor	4,900
TOTAL Actual Cost	\$78,916
Actual Hourly Cost per Child	\$ 1.00
Actual Weekly Cost per Child	\$ 40.00

Evaluation: Strengths

A Technology Nursery and Day Care Program under the auspices of an M.I.T. advisory group and Child Care Director will fulfill the following criteria set forth by M.I.T. parents. The program will offer:

1. Full day, five week care to those who need it at M.I.T.,
2. Part-time care to those who want it,
3. Service to the surrounding community,
4. Educational and emotional support,
5. Health services,
6. Professional teaching and parent "intuitive teaching",
7. Nearness to place of residence for 70% of the Institute parent students and 17% of the married staff, faculty, and employees with children,
8. Flexibility of hours, days, and weeks,
9. Reasonable costs, and
10. Parent involvement in the classroom, in decision-making and in educational and social activities.

The program will enhance the present Nursery School in that:

1. There will be additional space for tumbling and quiet times;
2. Teachers will receive an increase per hour in salary, and will receive more per year by being hired for longer periods of time;
3. Nursery School teachers will have two-week paid vacations;
4. An Educational Coordinator will be solely concerned with curriculum, learning experiences, goal setting, teacher training, and parent involvement, without teaching and administrative responsibilities;
5. The Chairman of the Parent Operating Committee will be concerned with parent involvement, programming, and administration, and freed from heavy child placement responsibilities;
6. Members of the Board of Trustees will become part of the M.I.T. Child Care Board, thus having an immediate link to the Institute.

Evaluation: Limitations

The Nursery and Day Care Program, however, will not:

1. Offer hot lunches;
2. Serve those in outlying areas who cannot bring their children to campus;
3. Open at 8:00 a.m.
4. Receive children at any time due to emergency home situations;
5. Have a sick room.
6. One of the biggest problems with this program is the difficulty in asking working parents to cooperate in the classroom or with administration.

Without this cooperation, costs would rise. More time would also have to be spent by teachers and administrators in working with full day care parents who have needs different from those of the Nursery School.

FINAL CHILD CARE PROPOSALS AS ACCEPTED BY M.I.T.

PS 006329

M.I.T. Planning Office

October, 1972

INTRODUCTION

This final proposal, based on "A Comprehensive Report of Child Care Services at M.I.T.," was developed in response to questions and suggestions of the Academic Council regarding development of a comprehensive child care program here.

This proposal identifies costs and financing methods for a full-day, year-round program in the Sloan Lounge at Eastgate. The relationship and responsibilities of the Day Care Program and Technology Nursery School vis a vis the Institute are outlined here, including the role of M.I.T.'s Child Care Coordinator.

This document also describes the costs for maintaining the Family Day Care Program; the child care information office for the whole M.I.T. Community and beyond; and the necessary Institute staff support for present and future child care programs.

This proposal was developed by Marilyn Swartz of the Planning Office with the aid and advice of Margaret Sand, Office of Personnel Relations, Helen Pounds, Acting President, Technology Nursery School Board of Trustees, Walter Milne, for the Mellon Fund and John Wynne, Vice President for Administration and Personnel.

O. Robert Simha
Director
M.I.T. Planning Office

DAY CARE PROGRAM PLAN

Goals and General Structure

The establishment of an educational day care program for 17 children should be responsive to children's and parents' needs. We propose a 52 week, full day care program operated by parents under the aegis of the Technology Nursery School (TNS), an independent corporation receiving space, utilities, and maintenance from the Institute.

Decision-Making

Policy decisions concerning staffing patterns, curriculum, schedules and budgets for the Day Care Program Component of TNS would be the responsibility of the Day Care Parent Operating Committee with the aid and advice of the TNS Board of Trustees. The TNS Board would be expanded to include an Institute Child Care Coordinator, a Teaching Director of the Day Care Component, members of the M.I.T. Day Care Advisory Committee and other members of the Institute community whose interests and backgrounds would serve well in such a function.

Administration

The Day Care Program Component would be administered much like the present Nursery School, although its Director would teach as well, since the number of families involved in the Day Care Program Component would be one-sixth that of the Nursery School.

The Teaching Director would work with the Parent Operating Committee in determining curriculum, staffing patterns,

equipment procurement and budgets and with an M.I.T. Child Care Coordinator in determining acceptance of children to the Program, placement, and tuition grants, if available. The Day Care and Nursery School programs would operate independently with cooperation and communication between the parents and professional staff. Both programs would call upon the services of the Institute Child Care Coordinator for aid in purchasing, publicity, information and adult programming.

Teaching Staff

In addition to the Teaching Director, there would be an Assistant Teacher and an aide. Teachers would spend six hours daily in the classroom and two hours daily in preparation, clean-up and conference with parents and staff. To assist teachers during the nine hour day, student-teachers would be invited to practice, and work study students would be recruited. (The Institute would be asked to make available work/study money for the summer months to maintain the personnel cost savings in this program.)

Costs and Fees

Costs for 17 children in a Day Care Program Component as detailed on the following pages would be \$6417 annually to the Institute and \$27,000 annually to parents (Table I). Capital costs to the Institute would be \$9,000 (Table II). Parent contributions per child per week would be \$30. The total annual costs for child care would be \$33,424. Adding in-kind services (facilities), the average per child would be \$2122 yearly, which is \$370 less than the national average. (Table III).

TABLE I

ESTIMATED ANNUAL OPERATING COSTS FOR DAY CARE PROGRAM
(17 children)

	<u>M.I.T. Expenditure</u>	<u>Parent Expenditure</u>	<u>Total</u>
Program Administration	5200 ¹		
Benefits	884		6084
Teaching Staff		25,256 ²	25,256
Equipment and Educational Supplies (includes snacks)		1751	1751
Administrative Supplies	<u>333</u>	<u> </u>	<u>333</u>
	\$6,417	\$27,007	\$33,424

Notes:

1. Consists of 1/3 of the salaries of the Child Care Coordinator (\$4,000) and Secretary (\$1,200).

2. Teaching Director \$8,820
 Assistant Teacher 7,000
 Aide 5,604
 Work/Study Students 832*
 Substitute Teachers 2,000
 (FY '74) Salary Increases 1,000
 25,256

* The Institute would have to allocate work/study money for the summer months for this particular program to maintain its personnel cost savings.

TABLE II

ESTIMATED CAPITAL COSTS FOR DAY CARE PROGRAM

	<u>M.I.T. Expenditure (Total)</u>
Facility Renovations	3000
Large Equipment and Educational Supplies	3000
Design and Educational Services	<u>3000</u>
Total	\$9000

TABLE III

COMPARISON OF PROPOSED DAY CARE PROGRAM COSTS PER CHILD
TO NATIONAL AVERAGE¹

<u>Per Child Costs</u>	<u>Institute</u>	<u>National Average</u>
Teaching Staff ²	1285	1300
Program Administration	377 ³	430
Facilities	340 ⁴	294
Educational Materials and Supplies	75	75
Administrative Supplies and Costs	19	84
Feeding	28 ⁵	276
Health	0 ⁶	33
	<u>\$2122</u>	<u>\$2492</u>

Notes to Table III:

1. Based on cost estimates from A Study in Child Care by Abt Associates, Inc., Cambridge, Mass., 1971; and "Minimum Salary Scale for Cambridge Day Care Centers," unpublished paper by the Cambridge Day Care Association, 1971.
2. Includes basic salary only, not benefits, since they vary widely.
3. Consists of 1/3 of the salaries of the Child Care Coordinator (\$4,000) and Secretary (\$1,200), plus benefits (\$884).
4. As allocated by Campus Housing for 1.21% (percent floor area Sloan Lounge/Eastgate) of Eastgate budget. Includes maintenance, utilities, playground upkeep and what might be rental cost. The Lounge, however, was a gift and not part of Eastgate rental structure. Thus, nowhere else is it included in costs to M.I.T.
5. In the M.I.T. program, children would bring their own lunches; and juice, hot soup and milk would be provided.
6. Students and employed persons would use their Institute health insurance plans.

FAMILY DAY CARE PROGRAM

The M.I.T. Family Day Care Program for children too young or too old for a Day Care Program should be formalized with sufficient administrative staff and funding. One-third of the time of an M.I.T. Child Care Coordinator would be devoted to referring children to a Placement Counselor, developing educational orientation and training programs for adults and creating educational toy packages and a library for children.

A Placement Counselor should report to the Child Care Coordinator and work with the Coordinator and the M.I.T. Social Work Service. She would have the following duties and responsibilities:

1. Visit the homes of all Day Care Parents (those who care for children) and assist them with state licensing procedures and local medical requirements.
2. Interview all Day Care Parents and Career Parents (natural parents), to determine in which day care home a child's needs and his parents' desires will be best met.
3. Assist parents to work out any problems that may arise as a result of a placement.
4. Keep all necessary records on placements.
5. Assist the Child Care Coordinator with program development when feasible.

Costs and Fees

The salary of the Placement Counselor would be \$4500 plus benefits, equalling a total Institute investment of \$5265.

One-third of the Child Care Coordinator's time would be allotted at a cost of \$4,000, plus benefits, \$680, totalling \$4,680.

One-third of the Secretary's time would be allotted to Family Day Care at a cost of \$1,200 plus benefits, \$204, totalling \$1404.

Since parents determine fees amongst themselves and pay for their own food and transportation, supplies and toys, which would cost between \$30-40 weekly, we propose that the Institute support these Administrative costs. However, many students in the program are either international or new parents without much equipment. Through a grant from the Graduate Student Council, the Program will have an initial supply of equipment for 1972-73 which can be exchanged among parents. In order to maintain and replace this supply, an Institute contribution of about \$250 would be required yearly.

\$333 would be necessary for administrative supplies and mailings.

Table IV on the following page summarizes these costs, totalling \$11,932.

TABLE IV

ANNUAL COSTS FOR A FAMILY DAY CARE PROGRAM SERVING 50 - 100
CHILDREN

	<u>M.I.T. Expenditure (Total)</u>
Program Administration	11,349
Educational Equipment	250
Administrative Supplies	<u>333</u>
	\$11,932

AN INSTITUTE CHILD CARE OFFICE

We propose that the Institute maintain a child care office which can coordinate the on-campus child care services, continue to determine needs and to develop programs to serve those needs. This Office would also be an aid to the many campus Administrative Officers and Personnel Representatives who now must spend time with uneven effectiveness and overlapping functions helping students and employees with child care problems.

Staffing the Office would be a full-time Child Care Coordinator and reporting to him/her would be a half-time Placement Counselor for Family Day Care and a half-time Secretary. The Coordinator and Secretary will each spend one-third of their time with the Day Care Program Component, one-third with the Family Day Care Program and one-third in exchanging information, maintaining contacts and researching new programs. As the full need is met at M.I.T., they will spend less time in development and more in coordination and administration.

The Placement Counselor would spend all of her time with the Family Day Care Program.

A job description of the Coordinator would read thus:

The M.I.T. Child Care Coordinator shall report to the Vice President for Administration and Personnel and shall have the responsibility for the coordination of existing child care services, shall oversee the development of those services, and shall establish a clearing house for information on child care. The Coordinator shall have direct responsibility for the administration of the Family Day

Care Program and the M.I.T.-K.L.H. Contractual Program (for as long as that might last) and cooperative responsibility with other child care services, including the Day Care Center Component of the Technology Nursery School, in the following areas:

A. Information

1. Maintain and disseminate information on child care programs both inside and outside M.I.T.
2. Assist parents in determining and locating suitable child care facilities.
3. Coordinate and maintain information on families using M.I.T. child care services.

B. Program Development

1. Coordinate and develop educational and social programs with individual child care services.
2. Identify and develop with the Planning Office and other responsible groups the direction that M.I.T. child care services should take.
3. Develop and identify innovative educational materials and programs for children.

C. Public Relations/Publicity

1. Coordinate publicity, prepare brochures and develop design concepts which will identify M.I.T. child care services and which can be used by individual services.
2. Represent M.I.T. at child care functions accompanied by individual program representatives where appropriate.

D. Fundraising

1. Maintain local, state and federal contacts to identify and develop government funding sources.

2. Work with M.I.T. Development Office for fund raising activities.
3. Coordinate fund raising activities of various child care facilities.

E. Purchasing/Supplies

1. Coordinate purchasing activities where feasible.
2. Coordinate the accrual of supplies and equipment.

F. Budget

1. Develop budget for the Family Day Care Program.

Costs

The costs of maintaining such an office would be \$6417, which would cover one-third of the Coordinator's and Secretary's salaries and one-third of administrative supplies and costs.

TABLE V

SUMMARY OF ESTIMATED CAPITAL COSTS AND ANNUAL OPERATING COSTS TO M.I.T.

FOR SUPPORT OF CHILD CARE PROGRAMS

	(FY 1973 only) -CAPITAL BUDGET	OPERATING BUDGET
	<u>M.I.T. Expenditure</u>	<u>M.I.T. Expenditure</u>
Program Administration		23,517
Teaching Staff		0
Facilities	3000	0
Equipment and Educational Supplies	3000	250
Administrative Supplies and costs		1,000
Design and Education Support Services	3000	
TOTALS	<u>9000</u>	<u>24,767</u>

GRANTS TO PARENTS

We propose that M.I.T. grant \$8,000 to be used as subsidies to families who could not work or study at the Institute without low cost, quality child care.

Criteria

A list of priorities for receiving grants might be formulated along these lines:

A. What openings in which age groupings are available in a particular program?

B. Does the program fulfill the educational and social needs of the child and the expectations of the parents?

C. Financial Need

1. Lengthy illness or sudden death of spouse;
2. Imminent divorce or separation;
3. Single male or female head of household;
4. Anyone facing termination of work or studies because child care facilities are not available;
5. Family must have potential income of a second parent:
 - a. Any staff, faculty or employee whose salary is below \$9,000;
 - b. Those students whose monthly expenses on necessities exceed income.

D. Psychological Need

1. For the child

- a. Is the child being neglected because of parents' determination to participate in the community?
- b. Do the child's actions and behavior help balance the relationships desired by the parents and teachers of the school?
- c. Is the child comfortable in a group environment?

2. For the parents

- a. Those families recommended to a program by the M.I.T. Social Work Service or Department of Psychiatry because of:
 - intolerable stress due to isolation or inability to maintain usual level of intellectual stimulation;
 - insecurity or ambivalence about being a full-time parent;
 - alienation from the prevalent culture.

E. Professional Need

- 1. Recent graduates of M.I.T. or women working at the Institute who are unable to pursue their chosen fields due to inadequate child care.

TABLE VI

PROPOSED PARENT FEES BY COMBINED INCOME

WEEKLY INCOME	WEEKLY PAYMENTS FOR 40 HOUR CARE	PERCENT SALARY	HOURLY PAYMENT
Below \$75 - 90	\$5	6	\$.13
\$91 - 95	7.50	8	.18
96 - 100	9	9	.23
101 - 110	12	9	.30
111 - 120	14	12	.35
121 - 130	15	12	.35
131 - 140	17.50	13	.44
141 - 150	19	13	.48
151 - 160	22	14	.55
161 - 170	23	14	.58
171 - 180	24.50	14	.61
181 - 190	26	14	.65
191 - 200	29	15	.73
201 - 210	31	15	.78
211 - 220	34	16	.85
221 - 230	36	16	.90
231 and up	40	17	1.00